

Western University

Scholarship@Western

The Organizational Improvement Plan at
Western University

Education Faculty

6-27-2019

The Impact of Leadership and Change on Job Satisfaction, Team Effectiveness, Employee Engagement and Workplace Culture: An Organizational Improvement Plan

Victor Jimenez Gonzalez
vjimene@uwo.ca

Follow this and additional works at: <https://ir.lib.uwo.ca/oip>



Part of the [Educational Leadership Commons](#), and the [Higher Education Commons](#)

Recommended Citation

Jimenez Gonzalez, V. (2019). The Impact of Leadership and Change on Job Satisfaction, Team Effectiveness, Employee Engagement and Workplace Culture: An Organizational Improvement Plan. *The Organizational Improvement Plan at Western University*, 85. Retrieved from <https://ir.lib.uwo.ca/oip/85>

This OIP is brought to you for free and open access by the Education Faculty at Scholarship@Western. It has been accepted for inclusion in The Organizational Improvement Plan at Western University by an authorized administrator of Scholarship@Western. For more information, please contact wlsadmin@uwo.ca.

Running Head: IMPACT OF LEADERSHIP AND CHANGE

Western University

The Impact of Leadership and Change on Job Satisfaction, Team Effectiveness,
Employee Engagement and Workplace Culture: An Organizational Improvement Plan

by

Victor Manuel Jimenez Gonzalez

Submitted to the School of Graduate and Postdoctoral Studies
In Partial Fulfillment of the Requirements for the
Degree of Doctor of Education

London, Ontario, Canada

July 2019

© Copyright Victor Manuel Jimenez Gonzalez, 2019

IMPACT OF LEADERSHIP AND CHANGE

Abstract

This Organizational Improvement Plan presents an actionable plan for the problem of low job satisfaction in the International Department of an Institute of Technology. The connections amongst leadership, workplace culture, employee engagement, and team effectiveness are explored with a view to implementing changes to leadership, employee engagement and team effectiveness that will foster a positive workplace environment with improved job satisfaction. Leaders and staff in the International Department are aware that some members systematically engage in behaviours that are anathema to the institution's ethical principles. Consequently, this has resulted in a plethora of adverse outcomes such as lack of trust in leadership, team and employee disengagement, persistent staff absenteeism, and high staff turnover. In this context, this plan focuses on investigating the relationships amongst leaders and staff, workplace culture, job satisfaction, employee engagement and team effectiveness. The Improvement Plan is grounded within a combined human resource, transformational, servant leadership theoretical framework that places people first, examines conceptual similarities between the theories, and analyzes the contributions leadership can make to the process of change in the workplace. Models for change and intervention are discussed and applied in the design and implementation of this Improvement Plan. The outcome of this plan is a comprehensive leadership solution that will facilitate changes in leadership and workplace culture and which will lead to improved job satisfaction within the International Department.

Keywords: Job satisfaction, employee engagement, team effectiveness, workplace culture, leadership, human resource, transformational leadership, servant leadership, models of change.

IMPACT OF LEADERSHIP AND CHANGE

Executive Summary

This Organizational Improvement Plan (OIP) considers how leaders can change workplace culture to increase job satisfaction and foster an environment that facilitates employee engagement and participation, improves team effectiveness and productivity, and leads to better departmental and individual performance in the International Department (ID) of an Institute of Technology (IOT). For this Improvement Plan, key stakeholders include the Board of Governors, IOT executives, IOT and ID management, IOT and ID faculty and staff, provincial government, employees' union¹, other post-secondary institutions, and the community served by the IOT and ID.

A combined model of transformational and servant leadership is used in this change plan, where leadership is demonstrated by stewardship, providing direction, empowering and developing people, fostering trust and collaboration, and applying the IOT's FIRST ethical principles (fairness, integrity, respect, safety, and transparency). Bolman and Deal's (2003) human resource framework is employed as a critical driver to lead the change process because it focuses on people and their needs, attitudes, beliefs and relationships. A human resources framework is congruent with the IOT's philosophy, mission and values, which state that the institution should be focused on people: staff, students and the community served by the IOT.

Personality profiles were obtained for ID staff and leaders using the DiSC (Dominance, Influence, Steadiness, Conscientiousness) Personality Assessment, which identifies the main characteristics of individuals and the manner in which they approach problems, challenges and everyday activities. An analysis of these profiles helped identify personal characteristics that

¹ An organization that acts as an intermediary between its members and the IOT, which negotiates more favourable working conditions and other benefits through collective bargaining.

IMPACT OF LEADERSHIP AND CHANGE

may be contributing to the lack of job satisfaction, difficulties with team effectiveness, dissatisfaction with employee engagement and high employee turnover rate in the ID. Profiles were used to design interventions to maximize leadership effectiveness and change behaviours to change workplace culture in the ID leading to improved job satisfaction and team effectiveness.

A critical organizational analysis of the ID determined the necessary changes that would improve workplace culture, job satisfaction, team effectiveness, employee engagement, and staff perceptions about the application of FIRST principles. An analysis of staff engagement surveys, administered annually with ID staff and leadership was undertaken to determine specific areas of dissatisfaction amongst ID employees. Cawsey, Deszca and Ingol's Change Path Model (2016) and Nadler and Tushman's Congruence Model (1980) were employed to identify operational gaps and areas requiring change in the ID.

A combined model of change was developed for this change plan, which incorporates Cawsey et al.'s (2016) Change Path Model and Beckhard and Harris's (1987) Change Management Process Model. These models highlight and differentiate the two core elements of change management: *what* needs to change and *how* to go about making those changes. When used within the context of a human resources framework to drive the change process, and whilst incorporating a combined approach of transformational and servant leadership, the Change Path and the Change Management Process models provide direction for interventions that will move the workplace culture in the ID from its current undesirable state to a desirable future state, where job satisfaction is improved, employee engagement is increased and team effectiveness is optimized.

This OIP recommends solutions for change within the ID: promotion of a leadership approach that aligns with the IOT's FIRST ethical principles and increases leadership

IMPACT OF LEADERSHIP AND CHANGE

accountability to ID staff to improve workplace culture in the ID, foster increased job satisfaction, employee engagement, and team effectiveness. By going beyond a single leadership style and change theory, this Improvement Plan harnesses critical insights to gain a better understanding of the needs of a satisfied workforce, and the value that each individual ID member brings to the department and the IOT as a whole. Recognizing the significance of the human factor is crucial to the establishment of a positive workplace culture that helps attract and retain the best and most satisfied employees.

IMPACT OF LEADERSHIP AND CHANGE

Acknowledgements

I would like to thank my family: my parents and other family members, but mostly my wife and two daughters, Erin, Sofia, and Evva for supporting me throughout my studies and life in general. I pride myself in having words for everything, but there are not enough or even adequate words when it comes to describing how much I love them and appreciate the efforts and sacrifices they have made for me throughout this Doctoral journey. They are the reason I did this; they are the reason I thrive on being better. My family is my primary goal and focus in life. I strive to ensure that they are proud of having me in their lives as much as I am proud to be in theirs. Thank you.

I would like to express my gratitude to my wonderful editor and mentor, Shelley Buckley, for her patience, guidance, encouragement and technical editing throughout the preparation of my Organizational Improvement Plan.

I would like to thank Western University for allowing me to participate in a comprehensive and stimulating program of study that has challenged me to think beyond the superficial and seek out ways that I can be an advocate for changes in the workplace. Thank you to my professors for their insightful comments and encouragement, and for the hard questions which motivated me to widen my research and to improve the quality of my writing. I thank my classmates for the stimulating discussions, their patience and support, and for all the fun we have had in the last years while we worked to accomplish something greater than ourselves.

Table of Contents

Abstract	ii
Executive Summary	iii
Acknowledgements	vi
List of Figures	xi
List of Tables	xii
List of Appendices	xiii
List of Abbreviations	xiv
Chapter One: Introduction and Problem of Practice.....	1
Job Satisfaction	1
Organizational Context and History.....	2
Vision & Values of the IOT	2
FIRST Ethical Principles	3
Organizational Structure of the IOT.....	3
Organizational Structure and Historical Development of the ID	4
Staff engagement surveys at the IOT and ID	5
Personalities in the ID.....	7
Leadership Position and Lens Statement	8
Leadership in the ID	8
My leadership position in the ID	9
Lens statement	10
Leadership Problem of Practice	12
Framing the Problem of Practice.....	12
Historical overview of the problem: Internal ID data and external IOT data.....	13
SES scores	13
Additional relevant internal data: Internal and external interviews	15
PESTE Analysis	17
Political.....	17
Economic	18
Social	18
Technological	19
Environmental	20
Key Organizational Theories and Models Currently in Use Within the IOT and ID	21

IMPACT OF LEADERSHIP AND CHANGE

FIRST Ethical Principles and Code of Ethics of the IOT.....	21
Recent Theories and Current Literature	23
Human Resources Framework of the IOT and ID.....	23
X Model of Engagement.....	24
Guiding Questions Emerging from the Problem of Practice.....	25
Leadership-focused Vision for Change.....	26
Change drivers	27
Positive stakeholder relationships and organizational change	28
Effect of negative outcomes on stakeholders	28
Organizational Change Readiness.....	28
External forces that shape change	30
Internal forces that shape change.....	32
Chapter One Summary	34
Chapter Two: Planning and Development for the Change Process.....	35
Organizational Change in the ID.....	35
Framework for Leading the Change Process	36
Frameworks for organizational change	36
Leadership approach to change	38
Theories and Models of Change.....	41
Cawsey, Deszca and Ingol's Change Path Model: What to change.	41
Nadler and Tushman's Congruence Model	42
Beckhard and Harris' Change Management Process Model: How to change.....	42
Combined models of change: What and how to change	44
Critical Organizational Analysis: Findings	45
Analysis with Cawsey et al.'s Change Path Model	45
Gap analysis with Congruence Model.....	45
Possible Solutions to Address the Problems Identified.....	47
Deming's Plan-Do-Study-Act (PDSA) cycle	48
Solution One	48
Solution Two	52
Solution Three	54
Solution Conclusions	57

IMPACT OF LEADERSHIP AND CHANGE

Leadership Approach to Change Solutions	58
Combined solution.....	58
The T7 Team Effectiveness Model	60
Leadership Ethics and Organizational Change	62
FIRST Principles.	62
Code of Ethics of the IOT.....	63
Leadership Ethics and Organizational Change	64
Honesty and valuing staff members	64
Transparency	66
Anger, resentment and repercussions in the ID.....	68
Chapter Two Summary	69
Chapter Three: Implementation, Evaluation, and Communication.....	70
Change Implementation Plan	70
Connecting the implementation plan to the organizational analysis	70
Connecting the implementation plan to possible solutions	71
Priorities for change.....	73
Empowerment of personnel.....	79
Other resources and supports.....	80
Implementation challenges	80
Building momentum for the change	83
Limitations of implementation plan	84
Change Process Evaluation and Monitoring	85
Connecting to the Plan-Do-Study-Act (PDSA) cycle	85
Evaluation using Bennett’s Hierarchy of Evidence Model	86
Monitoring plan	89
Monitoring tools	90
Change Process Communications Plan.....	94
Fostering change awareness	94
Communication plan and tools.....	95
Communication plan challenges.....	98
Next Steps and Future Considerations	102
Chapter Three Summary	104

IMPACT OF LEADERSHIP AND CHANGE

Organizational Improvement Plan Conclusion.....	105
References	107
Appendices.....	131

List of Figures

Figure 1. Organizational Structure of the ID (IOT, 2019d)	5
Figure 2. Gallup Engagement Hierarchy of the SES (Adapted from Gallup, 2018, p. 1)	6
Figure 3. Relationship of Factors Affecting Job Satisfaction and Workplace Culture.....	22
Figure 4. Logic Model for the ID.....	78

IMPACT OF LEADERSHIP AND CHANGE

List of Tables

Table 1. Implementation Outline for Solution One.....	74
Table 2. Implementation Outline for Solution Two.....	75
Table 3. Implementation Outline for Solution Three.....	77
Table 4. Quarterly Monitoring Sheet for ID.....	91
Table 5. Communications Plan Summary for the OIP.....	98
Table F1. ID Employee Engagement (2016-2018) Compared to IOT Employee Engagement (2018).....	139
Table K1. Congruence Model Analysis of the ID.....	147

List of Appendices

Appendix A: Definitions.....	131
Appendix B: SES Job Satisfaction and Employee Engagement Questions.....	135
Appendix C: SES Custom & Accountability Questions.....	136
Appendix D: Main Personality Profile Categories of DiSC.....	137
Appendix E: DiSC Personality Results for ID Leadership and Staff.....	138
Appendix F: Table F1 ID and IOT SES Scores for Employee Engagement.....	139
Appendix G: FIRST Principles, Trust and Collaboration.....	140
Appendix H: X-Model of Engagement.....	144
Appendix I: Overlapping Components of TL, SL, and TSL.....	145
Appendix J: Combined Models of Change for the ID.....	146
Appendix K: Table K1 Congruence Model Analysis of the ID (Nadler & Tushman, 1987).....	147
Appendix L: Activities and Strategies for Change in the ID.....	149
Appendix M: T7 Model of Team Effectiveness.....	150
Appendix N: Seven Steps Proposed by Bennett's Hierarchy of Evidence Model.....	151

IMPACT OF LEADERSHIP AND CHANGE

List of Abbreviations

CEO – President & Chief Executive Officer

DiSC - Dominance, Influence, Steadiness and Conscientiousness

FIRST – The IOT’s guiding ethical principles: fairness, integrity, respect, safety, transparency

ID – International Department

IOT – Institute of Technology

OIP – Organizational Improvement Plan

PDSA – Plan Do Study Act

PESTE – Political, Economic, Social, Technological, Environmental

SES – Staff Engagement Survey

SL – Servant Leadership

TL – Transformational Leadership

TSL – Transformational-Servant Leadership

PM&E – Participatory Monitoring & Evaluation

Chapter One: Introduction and Problem of Practice

This organizational improvement plan (OIP) addresses how the International Department (ID) in an Institute of Technology (IOT)² aims to promote and foster a positive workplace culture that focuses on the promotion of leadership development and employee engagement as a mechanism to facilitate job satisfaction and improve team effectiveness. Chapter One details the organizational context of the IOT and the (ID), as well as the Code of Ethics and FIRST ethical principles that guide the IOT and the departments within. The leadership and lens statement are elucidated and discussed. Following this, the leadership problem of practice (PoP) is identified, discussed and framed. Historical development of the problem is presented with supporting data and information, along with questions emerging from the PoP. The leadership-focused vision for change is presented with discussion about the organizational readiness for change. Definitions for collaboration, employee engagement, team effectiveness, trust, and workplace culture are provided in Appendix A. Chapter Two presents a comprehensive plan for change with discussion of the models and theories to be used in the change process. Possible solutions for the improvement of job satisfaction, employee engagement, team effectiveness, workplace culture, and leadership behavior are presented and discussed. Chapter Three presents a detailed implementation plan, focusing on activities to promote change, communication strategies to convey the Improvement Plan to ID leadership and staff, and a discussion regarding the possible barriers to the change process. Next steps and future considerations are highlighted.

Job Satisfaction

Saari and Judge (2004) stated that employees have attitudes or viewpoints about many aspects of their jobs, their careers, and their organizations. For the purposes of this OIP, job

² Name has been changed for confidentiality purposes

satisfaction is understood as a positive connection to the workplace where employees believe that they are contributing in a valuable way to the goals of the ID, and they feel pride, satisfaction, recognition, and support.

Organizational Context and History

The IOT is a post-secondary institution that prides itself on having a diverse workforce and student population. It is situated in a diverse, multicultural community in Western Canada. The IOT has a reputation of being one of Canada's premier polytechnics and one of Canada's most diverse, comprehensive, and exciting colleges (IOT, 2019c). The IOT has 2,600 employees and 15,000 learners (IOT, 2019c). IOT's vision is to be a global leader in innovation, applied education and research, while providing expertise to industry and real-world learning experiences to students (IOT, 2019c). The IOT offers a range of educational programs and certificates, apprenticeships, and bachelor degrees by delivering training to students both on and off campus, at provincial and international levels, and attracting learners and staff from all over the world (IOT, 2019c). Contained within the IOT is the International Department (ID), which provides services to IOT students from countries other than Canada (IOT, 2019d).

Vision & Values of the IOT

The IOT's vision statement is to be a global leader in applied education (IOT, 2019c). IOT leaders believe in excellence demonstrated by fresh thinking, best practices, entrepreneurial initiatives, bold solutions to new opportunities and fiscal responsibility. The IOT's vision is predicated on a shared vision of collaboration and working together as a learning community to serve students and partners with fairness. In the IOT's vision, fairness is modelled by honest and ethical dealings in its relationships with students, employees and partners. The IOT's values apply to all departments within the institution, including the ID.

FIRST Ethical Principles (IOT, 2019b). The IOT has established a set of principles and standards, known as the FIRST principles (IOT, 2019b). The FIRST acronym refers to \the principles of fairness, integrity, respect, safety and transparency (FIRST), which allows workers to know what is expected of themselves and of each other. FIRST principles are intended to guide the judgement and behaviour of all staff in the IOT and ID. Fairness refers to treating all people fairly and equitably by acting honestly, impartially, free from self-interest, prejudice, bias or favoritism. Integrity refers to carrying out business with honesty, integrity and due diligence, by honoring commitments, being accountable for and following through on promises and agreements. Respect means treating people with dignity and human rights, allowing all to speak freely without fear of reprisal. Safety refers to positive health practices, a safe, secure, and environmentally sound working and learning environment. Transparency refers to individuals conducting their work and communicating in a truthful and open manner, disclosing important information in a timely way, respecting confidentiality, and privacy (IOT, 2019c).

Organizational Structure of the IOT

The IOT became a Board-governed institute over 30 years ago and operates under provincial authority (IOT, 2019e; Provincial Government, 2013)). The IOT Board of Governors is the permanent governing body of the IOT and includes: ten public members, two students, two faculty, one non-academic staff member and the President/Chief Executive Officer (CEO). The Board of Governors makes and administers policy, sets the mission and mission statement for the IOT in its pursuit of educational excellence, is accountable and responsible for educational and financial governance of the IOT, and is responsive to the needs of the communities served by the IOT.

The day-to-day operations of the IOT fall under the administration of the Executive Management team, which consists of the following: President and Chief Executive Officer (CEO), Senior Vice President/Chief Financial Officer (CFO), Vice President (Academic), Vice President (Corporate Development and Applied Research) and Vice President (External Relations). The Executive Management team follows the directives set out by the Board of Governors. The daily operation of the many different departments and faculties within the IOT each fall under managers and executives specific to each department (Directors, Associate Directors, Managers and Supervisors) or faculty (Deans, Associate Deans and Academic Chairs).

Organizational Structure and Historical Development of the ID

The ID was created with the sole purpose of facilitating the academic and career success of staff and students from communities outside of Canada. Success is achieved by providing staff and students with an orientation to Canadian culture using customized advising and a variety of events and support services to help individuals adjust to work and study in Canada. The ID serves approximately 1,500 international students from 120 countries (IOT, 2019d) and a variable number of IOT employees from around the world. The number of international students enrolled in the IOT has been on the rise for two decades and in recent years, has experienced tremendous growth (IOT, 2019d). The number of international students attending the institution represents 45% of all IOT enrollments and provide a significant source of revenue for the IOT.

At an organizational level, the Associate Director of the ID reports to the ID Director. The ID Director reports directly to the Vice President, Corporate Development and Applied Research. The Vice President of Corporate Development and Applied Research reports to the Senior Vice President. All Vice Presidents report to the President/CEO of the IOT. As of the 2017-2018 school year, the ID employed thirteen full-time staff members, consisting of the

following: Director, an Associate Director, four International Student Advisors (including the author of this OIP as the most senior member of the team), three Recruiters, one Report Specialist and three Administrative Assistants. Staff members in the ID come from Canada, Mexico, China, Korea, England, Japan, Switzerland and Vietnam (IOT, 2019d). The organizational structure of the ID is represented in Figure 1.

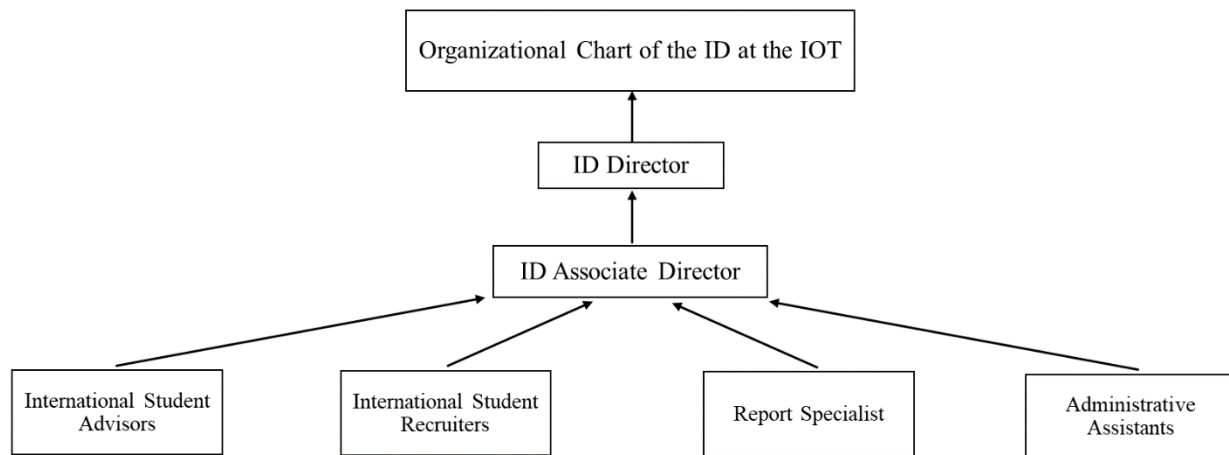


Figure 1. Organizational Structure of the ID (IOT, 2019d)

Staff engagement surveys at the IOT and ID. The IOT is committed to hearing from employees and identifying ways to make positive change in the workplace (IOT, 2019f). The IOT's Board of Governors and the Executive believe in investing in people and that by focusing on engagement and satisfaction they are making the institution a better place to work (IOT, 2019f). To facilitate the measurement of employee engagement and job satisfaction, the IOT has retained the services of Gallup, a global research, analytics, and advisory company with 75 years of experience evaluating people and their attitudes (Gallup, 2018). Gallup administers a Staff Engagement Survey (SES) every 12 months to gauge employee engagement and job satisfaction.

The Gallup SES consists of 30 questions designed to examine job satisfaction, elements of employee engagement common to all departments in the IOT, department-specific functions, and accountability (Gallup, 2018). Questions on job satisfaction and employee engagement

posed by the SES are listed in Appendix B. Department-specific and accountability questions posed by the SES are listed in Appendix C. The SES uses a standardized format for questions, all of which were developed and field tested in the 1990's (Gallup, 2018). According to Gallup (2018), SES questions are designed to examine employee engagement in four hierarchical areas: growth, teamwork, individual contributions, and fulfilment of basic needs. Each SES question was designed to provide insight that allows the employer to determine the current state of the institute versus where the institute wants to go (current state versus future state) and helps the organization understand where to make necessary adjustments. Figure 2 is an adaptation of Gallup's hierarchy for the questions in Appendix B showing the level each question relates to in the hierarchy.

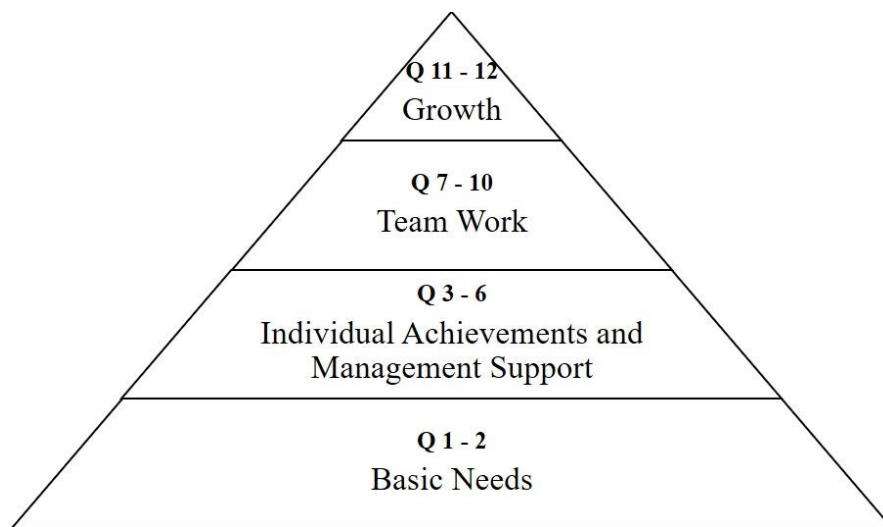


Figure 2. Gallup Engagement Hierarchy of the SES (Adapted from Gallup, 2018, p. 1)

Havenga, Brand and Visagie (2013) demonstrated high validity and reliability of the Gallup SES as a measure of employee engagement, which suggests that the Gallup SES can be utilized in job satisfaction and employee engagement research. Yancey (2005) compared Gallup's SES engagement survey to various employee performance measures, concluding that the Gallup SES is a valid and relevant tool for the measurement of job satisfaction and employee

engagement. To facilitate completion of the annual SES, the IOT encourages its employees to participate in the survey by advising employees that “the annual SES is an opportunity to help set our course and is your chance to identify what we are doing well and where we need to improve” (IOT, 2019a, p. 1). In 2018, 1,536 IOT employees (82%) responded to the SES, while 100% of ID staff responded to the survey in 2016, 2017 and 2018 (IOT, 2016, 2017, 2018a).

Personalities in the ID. Personalities in the ID are unique and diverse. IOT leaders believe that staff personality assessments can be utilized as a mechanism to predict behavior and improve performance (IOT, 2018b). The DiSC Personality Assessment is a valid and reliable tool for the evaluation of personality types (Chigova, Plyushch & Leskova, 2019; Hunt, 2018) and measures a worker’s natural and adapted levels of dominance, influence, steadiness, and conscientiousness (DiSC) (McKenna, Shelton, & Darling, 2002). Studies examining the DiSC have found it to be a simple, reliable and useful method for understanding an individual’s workplace behavior within organizations (Agung & Yuniar, 2016; Kravitz, 2014). For the purposes of this OIP, the DiSC can be used to design interventions aimed at changing workplace culture, improving job satisfaction, increasing employee engagement and team effectiveness.

According to the designers, the DiSC identifies personality characteristics by examining typical behaviours and the degree to which an individual demonstrates characteristic personality traits of dominance, influence, steadiness, and conscientiousness (Marston, 1928; Wallace, Clarke & Raymond, 1956). The authors state that the DiSC can help predict human behaviour in the workplace by determining which characteristics an individual is likely to demonstrate (Marston, 1928; Wallace et al., 1956). The DiSC test contains 28 groups of statements that are rated as “most likely like you” or “least like you” (Marston, 1928, p. 405; Wiley, n.d.). The personality characteristics analyzed by the DiSC are shown in Appendix D.

The DiSC was administered by Employee Services to all ID leaders and staff members (IOT, 2018b). Participants received a detailed report that included a graph depicting their DiSC type, a concise textual characterization of their personality profile and elaborate explanations of all DiSC factors (Marston, 1928; Wallace et al., 1956). As shown in Appendix E, the 2018 DiSC scores for the ID show a wide range of personality characteristics amongst ID staff, with most ID staff members falling into the influence, steadiness, and conscientiousness sectors (IOT, 2018). Only the Associate Director of the ID scored in the dominance category.

Leadership Position and Lens Statement

In this section, the leadership position of the ID and characteristic traits of the ID leadership is discussed. My leadership role and beliefs are presented, along with a lens statement and discussion relating to the ID.

Leadership in the ID. Specific DiSC scores for myself, the Director of the ID, and Associate Director of the ID are shown in Appendix E. The ID Director demonstrates the predominant characteristic of conscientiousness, consistent with an introverted and reserved style and analytical approach, while the Associate Director exhibits dominance characteristics, consistent with a strong-will and focus on demanding results. My own DiSC personality traits are shown to be influential, consistent with my high energy level, preference for collaboration and action over indifference and passivity. Staff views the Associate Director as a micromanager, which leads to staff resentment. There is confusion amongst ID staff as to which leader to follow and trust, particularly in performance evaluation and leader directives. Staff perceives that the Associate Director is the leader directing the ID, while the Director allows his leadership to be undermined by the Associate Director.

My leadership position in the ID. My position in the ID has been full-time as the Senior International Student Advisor and Immigration Specialist for the past eight years, after working in a different academic institute. My interest areas are in educational leadership, international student services and admissions, Canadian Business Immigration, and human resources. As the senior member in ID, I am well positioned to provide solutions aimed at addressing employee job satisfaction and workplace culture, and to influence key stakeholders.

It is important to identify my leadership approach with theory and literature and to understand that in order to be competitive with similar facilities, leaders must value job satisfaction and the improvement of workplace culture (Benson, 2015; Evans, Pruitt & Saucier, 2016). An efficient, effective and successful leader develops a leadership statement, communicates that statement to staff to clarify his or her role and purpose for the benefit of those being led, and adheres to core values and beliefs (Benson, 2015; Žydzūnaite, 2018). My personal leadership approach combines several organizational change models to achieve an integrated approach to changing dynamics within a workplace culture such as the ID. My leadership style is leading by example, showing integrity, and demonstrating character in all activities and tasks undertaken in the workplace. The core of my philosophy is that people are the most important asset of an organization, and that leaders should focus on people and motivate them to do their best by leading through example, respecting others, demonstrating fairness, integrity, courage, service/collaboration, authenticity, humility, dignity, empathy and compassion. I place great value in honesty, trust, credibility, respect, collaboration, and communication and I work towards reinforcing these features amongst ID leadership and the staff I supervise. As a leader, I follow a human resources approach and through my actions and words motivate others to act ethically. I strive to make a difference and have a positive impact

on people and the ID culture. From an educational and leadership perspective, my leadership position is a combination of Transformational Leadership (TL) and Servant Leadership (SL), with traits and skills that will adapt to the situation. A theoretical discussion of these theories and the reason for this approach is contained in Chapter Two.

Lens statement. The IOT and the ID use a human resources frame, which emphasizes employee needs, empowers employees, gives staff the opportunity to perform well, and addresses needs for personal growth and self-self-satisfaction (Bolman & Deal, 2003).

Therefore, the lens through which the problem of practice is viewed is a human resources lens. I value the feelings of people and the relationships between them, in keeping with a human resources lens wherein the organization's focus is on meeting basic human needs through facilitation and empowerment (Bolman & Deal, 2003). IOT and ID leadership emphasizes the philosophy that people are the most important assets of the ID, with employee engagement and team effectiveness stated to be particularly important to the ID. Thus, my leadership approach aligns with the human resources focus of the IOT and the ID.

Human Resources Lens. The human resources frame of Bolman and Deal (2003) fits with this OIP and aligns with the approach of the IOT and ID. The areas of engagement and job satisfaction examined by the Gallup SES (growth, teamwork, individual contributions, and fulfillment of basic needs) require a human resources lens and framework to facilitate change (Kompaso & Sridevi, 2010). Therefore, it is critical to focus attention on the "human" resources aspects of the ID, since the human resource frame challenges leadership to create and maintain faith, beauty, and meaning (Lyon, Nadersahi, Nattestad, Kachalia, & Hammer, 2014).

Symbolic Lens. While a human resources lens and frame leads this OIP (Bolman & Deal, 2003), the problems examined by this OIP can also be viewed through a symbolic lens.

The symbolic frame operates in connection with the symbolic meanings of events (Bolman & Deal, 2003) and identifies symbols that are associated with the organizational work (education and advanced learning). For example, the IOT is symbolic as an institution where adult learners can advance their education and obtain certifications and degrees, while employees associated with the IOT are viewed as important factors to the achievement of advanced education.

Another relevant symbol is the IOT's logo, which represents the FIRST ethical principles of the IOT and symbolizes students, staff, and alumni, working together with employers, partners, and the community to achieve fairness, integrity, respect, safety, and transparency (IOT, 2019b).

The symbols and the spirit behind the symbols associated with the IOT provide support for the theory and belief that everyone associated with the IOT is not only a part of the team, but is focused on teamwork in the achievement of the IOT's goals.

Personal liberal lens. I identify with a liberal lens founded on notions of liberty and equality, which are related to valuing satisfaction and engagement (Raven, 2005). I view the world with enthusiasm for freedom, tolerance, and individuality. I disapprove of behaviours that embody abuse of power, authority, and dictatorial leadership (Kellerman, 2012). In my role as an ID Student Advisor–Immigration Specialist, I strive to encourage colleagues and students to view the world from a perspective that emphasizes the importance of liberty, equality, transparency, and fairness in everyday life, work, and academia. This lens aligns with the IOT human resources approach because of its direct connection with the FIRST ethical principles. Conversely, current ID leadership involves a conservative approach that fails to consider the feelings, concerns and needs of others. According to Gutek (1997), a conservative, traditional view of authority involves leaders directing staff; a liberal approach involves leaders working in conjunction with team

members. The current ID leadership acts to preserve the traditional hierarchy with little to no collaboration between leadership and staff and no consideration for feelings or needs of ID staff.

Leadership Problem of Practice

As noted previously, the annual Gallup SES examines job satisfaction, employee engagement, workplace culture, and accountability (Gallup, 2018). Participants rate each question according to their level of satisfaction on a five-point Likert scale, where “1” means not satisfied at all and “5” means completely satisfied). The overall department score obtained on each question can be used to compare the ID to the overall SES score obtained on each question for all other IOT employees. The overall 2018 job satisfaction SES score for ID staff was 3.22 out of a maximum score of “5”, 16.5% lower than the 3.83 obtained for all other IOT employees (IOT, 2019f). Worse, SES scores for the ID over the past three years reveal a trend towards decreasing job satisfaction, with the score for 2016 (3.86) being higher than 2017 (3.33), and 2017 being higher than 2018 (3.22) (IOT, 2019f). As a result of the low and decreasing SES scores, low job satisfaction was identified as the primary problem of practice (PoP) in the ID. Gallup (2018) asserts that the questions examining factors of workplace culture, job satisfaction, and employee engagement are crucial to identifying what factors staff are dissatisfied within the organization. Based on SES scores, this OIP focuses on the PoP of low job satisfaction in the ID by promoting and fostering a positive workplace culture that increases employee engagement and team effectiveness, incorporates FIRST principles and facilitates leadership development.

Framing the Problem of Practice

The employee turnover rate for the ID was 61.5% for 2017 and 2018 combined, with departing staff citing low job satisfaction relating to employee engagement, team effectiveness, workplace culture, and ID leaders failing to adhere to the IOT’s FIRST ethical principles. The

PoP was framed by a review of the 2016, 2017 and 2018 SES scores for the ID, and the 2018 SES scores for the IOT. Information was also taken from interviews conducted with ID SES and staff, IOT Executives, Employee Services, and the employees' union.

Historical overview of the problem: Internal ID data and external IOT data.

Information presented in this section was taken from the 2016, 2017 and 2018 SES scores for the ID (internal ID data), and compared against the 2018 SES scores for the IOT (external to the ID).

SES scores. The 2016, 2017, and 2018 SES scores obtained for the ID, as well as 2018 SES scores for the IOT overall were used as demographic and descriptive data to elucidate job satisfaction and dissatisfaction with employee engagement in the ID. No quantitative analysis was performed on SES scores because the employee turnover rate was deemed unacceptable by IOT leadership, and departing staff validated issues measured by the SES as being unsatisfactory enough to warrant leaving the ID. Dissatisfaction with various factors of employee engagement as measured by the SES, were validated against interview reports from ID staff, for purposes of determining gaps in ID processes and procedures where interventions could be applied. For the purposes of this OIP, ID SES scores will be used as pretest data for comparison with ID SES scores after implementation of this OIP. Data will be analyzed using statistical procedures such as analysis of variance (ANOVA), Fisher's Exact T-test and Chi-square analysis.

Job satisfaction. The issue of job satisfaction amongst ID staff is significant, since eight out of thirteen (61.5%) full-time ID employees terminated their employment with the ID in 2017 and 2018, resulting in disruptions to service provision and increasing the cost of staff orientation beyond expected levels (IOT, 2019f).

Employee engagement. Appendix F (Table F1) contains 2016, 2017 and 2018 SES scores for the ID and the 2018 IOT SES scores on factors of employee engagement. Scores

confirm that satisfaction amongst ID staff with respect to all factors of employee engagement have been decreasing annually since 2016, with 2018 ID SES scores below those obtained for all other IOT employees (with the exception of question ten³) (IOT, 2019f). These scores confirm that ID staff are more dissatisfied with factors relating to employee engagement than other IOT staff (IOT, 2019f). Due to the poor SES scores, the ID developed six key priorities for change: growth, balance and diversification, team effectiveness, internationalization and intercultural competency, international student support and business development (IOT, 2019b). Based on discussions with staff and leadership, the priority for change identified for this OIP was that of team effectiveness. As discussed later in this chapter, team effectiveness has been shown to be directly related to employee engagement, job satisfaction, and workplace culture (Tillott, 2013).

Limitations of SES Scores. One of the pitfalls of relying on job satisfaction and employee engagement scores over only three years is that these scores may reflect a transient anomaly in the ID caused by minor factors that triggered substantive dissatisfaction amongst ID staff (Robertson & Cooper, 2010). However, the high staff turnover in the ID, 61.5% over 2017 and 2018 (IOT, 2019f), and the continued decline in job satisfaction and employee engagement suggests that the dissatisfaction amongst ID staff may not be transient. Given the economic climate in the geographical area since 2016, which has led to high levels of unemployment and reductions in staffing within academic institutions, it seems unlikely that so many ID staff would risk giving up a secure position in the IOT if they believed that the problems within the ID could be resolved with perseverance and a focused approach to the problems in the ID (Kneebone, 2014). The poor SES scores has led IOT leadership to believe that the workplace culture in the

³ Question ten asks employees whether they believe they have a best friend within the department. Due to the small size of the ID, a higher score than the overall IOT score on question ten may be expected (IOT, 2016, 2017, 2018a).

ID is toxic and contributory to the high staff turnover rate, necessitating intervention (Escobedo, 2017). While intervention processes and actual change may take some time to achieve, IOT and ID leadership believe that staff turnover in the ID will be slowed or halted by a change plan. Further, the IOT believes that visible, active involvement of ID leadership in the change plan will motivate ID staff to participate and buy into the proposed change plan (IOT, 2019a).

Team effectiveness. Team effectiveness is a key priority identified by the ID and leadership has communicated that teamwork is necessary for ongoing growth and development of the ID, job satisfaction, and productivity (IOT, 2019f). The concept of team effectiveness relies on the notion that people working collectively can accomplish more than people working independently (DeOrtentiis, Summers, Ammeter, Douglas, & Ferris, 2013).

Additional relevant internal data: Internal and external interviews. The IOT Employee Services department is responsible for labor law compliance, record keeping, hiring, training (new staff and leadership), compensation, relational assistance, workshops, and engagement activities. Employee Services is also instrumental in helping departments handle specific performance or team effectiveness issues. Due to the high turnover rate and complaints from ID staff, the Employee Services department was alerted to problems within the ID and obtained information regarding reasons for each person's departure. As a result, the Employee Services department is motivated to work with the ID to effect a change plan.

Fairness, integrity, respect, safety, and transparency. The IOT's FIRST ethical principles (p. 3) must guide any OIP for the ID, as directed by the IOT Board of Governors and Executive Management. In spite of the stated belief in the FIRST principles, departing ID staff reported concerns with adherence and application of these principles in the ID, complaining that these principles were not being upheld by ID leadership in the ID.

Historical Initiatives to Improve Job Satisfaction in the ID. In the past, a variety of unsuccessful change initiatives have been attempted in the ID. Since 2017, when SES results began declining in the ID, Employee Services and ID leadership have worked together to improve job satisfaction and employee engagement within the ID by arranging team building sessions with ID staff. Yet these efforts have not led to reductions in employee turnover, increases in job satisfaction, or improved employee engagement in the ID. Despite annual combined meetings with ID leadership, staff and Employee Services after SES results are provided by Gallup, there is no follow up or interventions with regard to any of the complaints, concerns, or issues discussed in these meetings. Even though ID staff have expected changes to occur as discussed in the meetings, no improvements or interventions have occurred in the ID. Instead, the lack of attention has contributed to these issues has negatively contributed to workplace culture in the ID, with staff becoming increasingly less engaged and more dissatisfied with their jobs and ID leadership. ID staff have also become increasingly ambivalent about providing feedback or suggestions for change, since doing so is more likely to result in reprisals than improvements. Similarly, there was no follow up after the ID DiSC profile session, in spite of the IOT's stated belief that DiSC profiles can help guide change processes.

As a result of IOT and ID failure to follow up on SES scores and DiSC profiles, ID staff were left with the impression that employee opinions are not important to leadership. Moreover, ID staff believe that regardless of dissatisfaction amongst ID staff, no attempts to improve workplace culture or job satisfaction would be undertaken in the future, since this has been their experience over the past several years. In other words, ID staff were left with little hope that change would occur. Consequently, based on the post-resignation interviews cited earlier, ID staff have chosen to leave the ID and seek employment elsewhere. Consistent reports of

departing ID staff regarding leadership's failure to act on job satisfaction, workplace culture, and employee engagement provided both the impetus and the answer to the question: Why change?

PESTE Analysis

Data from employee surveys shows that staff have concerns relating to the application of FIRST principles in the ID, job satisfaction, and various aspects of employee engagement within the ID work environment. Based on the PESTE model of analysis (Aguilar, 1967), a discussion of the broader political, economic, social, and cultural contexts of the IOT and ID is presented in the following paragraphs. Understanding PESTE factors provides a foundation for change and provides a context for more detailed planning.

Political. Political factors that may play a role in determining elements that affect workplace culture and job satisfaction in the ID include the local, provincial and federal governments, policies, laws, legislation and union influences. Political factors affecting the ID are listed below:

- Perceptions of ID staff that ID leadership does not value staff
- No recognition for achievements of staff
- No opportunities for growth or advancement
- Desire to make better use of existing human resources to improve staff engagement without requiring major new funding
- Potential changes in policies, laws relating to governmental changes.

Changes in staff policies and staff directives at the leadership level may affect job satisfaction in the ID. External pressure from the IOT has motivated ID leadership to make changes in the ID with an OIP to improve employee engagement, job satisfaction, and team effectiveness. Pressure from Employee Services and the union to improve conditions for ID staff

and prevent staff turnover have further motivated ID leadership to implement an OIP to increase job satisfaction, employee engagement, team effectiveness, and workplace culture.

Economic. Economic factors are financial elements that have an influence on the ID and its success, such as budget allocation, student enrollment and tuition, staffing costs, minimum wage levels, contract increases, benefits paid to staff, and so forth. The recent geographical economic downturn has had a negative impact on the IOT and ID due to reduced enrollment and tuition proceeds at the IOT, leading to decreased profit margins and decreased human resource initiatives. Economic factors identified in the ID are listed below:

- Limited opportunities for growth and development
- No increase in ID staff in spite of significant growth in clients served by the ID
- Increased workload carried by each ID staff member
- Funds available to improve employee engagement, job satisfaction, team effectiveness
- The IOT is in a healthy financial state; funding is available to address issues in the ID.

Funding cutbacks may create internal issues when trying to change the workplace culture if the change plan does not align with the IOT's budgetary constraints and strategic directions. A reduction in funding may affect human resources in the ID or limit the ID's ability to provide opportunities for growth and educational opportunities for ID staff (Barnes & Van Dyne, 2009). Dissatisfaction with the lack of opportunities for growth and development and increasing workloads caused by high staff turnover have motivated ID leadership to consider an OIP.

Social. Social factors that may have a significant effect on workplace culture include social pressures, environmental responsibility expectations, demographics, staff retention and recruitment, norms, customs and values of the populations within the IOT and the ID, as well as the community and students that it serves (Morrill, 2008). Social factors affecting the ID are listed below:

- Diverse cultural background with varied expectations of staff
- Limited value placed on recognition
- Constant and high rate of staff turnover
- Lack of collaboration amongst ID staff
- Lack of collaboration between ID staff and ID leadership
- Aspirational, young population in the ID; archaic, traditional mindset of ID leadership

The social or cultural atmosphere in the IOT is diverse and represents a mixed population of individuals from different backgrounds. This impacts programs and services offered by the ID, type and amount of recognition given to ID staff, and even the value placed on such recognition (Morgan & Vardy, 2009). Diversity may also impact the workplace culture and the relationships amongst ID staff. ID staff turnover negatively impacts job satisfaction, morale and workplace culture in the ID, while cultural differences may impact employee engagement, team effectiveness, and collaboration (Lu, Cheng, Gursoy, & Neale, 2016). Social factors have motivated ID leadership to adopt an OIP to facilitate change within the ID with respect to workplace culture and job satisfaction.

Technological. Technological factors that may affect workplace culture and job satisfaction include innovations in technology, costs, funding for advances, research and development, automation, and technological awareness, which may affect operations of and industries served by the organization, including clients and stakeholders of the IOT and ID (Weiner, 2009).

Technological factors affecting the ID are listed below:

- Advanced technology increasing communication between ID staff and leadership
- New administrative system (Banner 9) maintaining student, alumni, financial and personnel data will be implemented in July 2019.

Technological change in the IOT is creating cultural adaptations relating to communication between employees. Communication is faster, easier, and more efficient, enabling employees to be able to work and communicate from home or locations outside of the ID, transforming the relationship between the organization and its employees and students. Staff portals, websites, and other communication media can be used to facilitate frequent communication that engages and motivates ID staff to utilize. Technological factors have motivated ID leadership to consider an OIP to increase employee engagement and team effectiveness.

Environmental. Environmental factors that may affect workplace culture and job satisfaction include values, ethics, institutional directives, existing infrastructure, and so forth. The IOT expects all members and stakeholders to adhere to its FIRST ethical principles and Code of Ethics (IOT, 2019g), which the IOT believes will produce a positive workplace environment, take the organization into the future with continued success (IOT, 2019g) and foster team effectiveness, job satisfaction and employee engagement (Agrawal, 2017; Verbos, Gerard, Forshey, Harding & Miller, 2007). Environmental factors affecting the ID are listed below:

- Lack of adherence to FIRST principles by ID leadership
- Lack of transparency between ID leadership and ID staff
- Lack of respect for ID staff by ID leadership
- Fear of reprisals or repercussions for speaking out about issues
- Distrust of ID leadership by ID staff
- Personality and behaviour traits of the ID Director and Associate Director causing confusion amongst ID staff: who is actually running the ID and making decisions; whose directives are to be followed; and whose standards have to be met
- ID bureaucracy causing job dissatisfaction and lack of trust in colleagues and leadership.

Environmental factors have motivated IOT and ID leadership to adopt an OIP to facilitate changes in job satisfaction, employee engagement, leadership practices and workplace culture.

According to Cawsey et al. (2016), a PESTE analysis identifies how various factors influence the PoP of job satisfaction, as well as employee engagement, team effectiveness and workplace culture within the ID. The PESTE analysis identified political, economic, social, technological, and environmental factors affecting the ID which can be utilized along with an OIP to facilitate changes in workplace culture within the ID to increase job satisfaction.

Key Organizational Theories and Models Currently in Use Within the IOT and ID

In this section, the Code of Ethics and FIRST ethical principles of the IOT are discussed. In addition, recent theories and current literature regarding the models used in this OIP, Bolman and Deal's (2003) human resources framework, the X-Model of Engagement, and use of the DiSC Personality Assessment profiles in the change process, are presented and examined.

FIRST Ethical Principles and Code of Ethics of the IOT. The IOT's organizational philosophy is defined by its values and ethical principles, cited earlier (p. 3). These critical elements describe who the IOT is as an organization, what the institution wants to achieve, and what will guide the decision making and management in all interactions. The IOT maintains the fundamental belief that adherence to FIRST principles creates a positive workplace culture (IOT, 2019a, 2019b, 2019e). The IOT's Code of Ethics exemplifies the organization's commitment to corporate ethics by establishing clear expectations of behavior for all IOT employees to ensure a safe, respectful, engaging and positive work environment. The Code of Ethics relies upon the FIRST principles and is intended to facilitate a clear understanding and application of the IOT's policies and procedures, to ensure judgements and behaviors are ethical and in line with institutional policies and procedures (IOT, 2019g). Ciulla, Knights, Mabey and Tomkins (2018)

state that there is a strong connection between leadership and ethics, a belief that is shared by the IOT, which states that efficient and effective leaders must have beliefs and core values that they adhere to when leading (IOT, 2019e). The ID is expected to uphold and incorporate the values, ethical principles, and Code of Ethics, set out by the IOT (IOT, 2019d) in all activities and services provided to international students and staff.

While adherence to the FIRST principles and the Code of Ethics was cited as deficient within the ID, distrust of ID leadership and lack of collaboration between ID leadership and staff were also noted by departing ID staff. According to Lewicka and Pec (2018) there is a strong relationship between human resource management, trust and employee engagement and as such, any interventions planned to improve job satisfaction should target the factors of trust and employee engagement from a human resources perspective. Figure 3 illustrates the IOT's beliefs in the FIRST principles as the foundation for employee engagement; employee engagement as a foundation for team effectiveness; team effectiveness as a foundation for job satisfaction; and job satisfaction as a mechanism for creating a positive workplace culture in the ID.



Figure 3. Relationship of Factors Affecting Job Satisfaction and Workplace Culture

Literature supporting the relationship between the various factors of the FIRST ethical principles and job satisfaction, employee engagement, team effectiveness and workplace culture is discussed in Appendix G.

Recent Theories and Current Literature

This section outlines recent theories and current literature on models of change within an organization. Bolman and Deal's (2003) human resources model, the X-Model of Engagement (BlessingWhite, 2011), and the relationships between job satisfaction and employee engagement, team effectiveness, workplace culture, FIRST principles, trust and collaboration are discussed.

Human Resources Framework of the IOT and ID. The IOT and ID operate on a human resources framework, focusing on people as the driving force behind change and growth (IOT, 2019a). Human resources practices are connected to job satisfaction, performance, employee engagement, and organizational success in educational institutions (Sattar, Ahmad, & Hassan, 2015; Tepayakul & Rinthaisong, 2018). Thus, a human resources approach in the improvement of job satisfaction in the ID is supported by empirical evidence.

Bolman and Deal's Human Resources Model. The human resources model proposed by Bolman and Deal (2003) focuses on understanding the *fit* between each worker and the organization. The model centers on people: their needs, skills, feelings, fears, biases, need for growth opportunities, and relationships with each other and managers (Bolman & Deal, 2003). When organizations emphasize individuals, individual needs can be met while working towards organizational needs. If employees feel included and involved, they do their jobs well because they feel good about themselves and their work (Bolman & Deal, 2003; Defoe, 2013). To feel that they are part of an effective team, employees need to be engaged in the workplace; satisfied with plans and goals (Defoe, 2013; Senichev, 2013). The human resource approach instills team and self-confidence, and ensures team members with appropriate skills are hired through rigorous recruitment aimed at team effectiveness (Ma Long, Zhang, Zhang, & Lam, 2017).

Based upon the literature reviewed, a human resources frame and lens is appropriate for intervention in the ID in order to change workplace culture, guide the change process and optimize outcomes. A human resources framework focuses on factors identified by staff as necessary to elicit satisfaction with their position, roles, and responsibilities. Focusing on ID staff needs and concerns will demonstrate leadership's commitment to changing job satisfaction, employee engagement, team effectiveness, workplace culture, and leadership development. Bolman and Deal (2003) suggest that a good workplace culture benefits both staff and the organization: Individuals find meaningful and satisfying work and organizations get the talent and energy they need to be successful. Kegan and Lahey (2016) emphasize maximizing the human potential as a crucial factor in fostering employee engagement and a positive workplace culture. Ensuring that workers are satisfied in their jobs is necessary to empower them, which ultimately impacts individual performance (Prajogo, 2019). Maswani, Syah, and Anindita (2019) demonstrated a strong correlation between job satisfaction and workplace culture. Thus, improving workplace culture to increase job satisfaction in the ID is a worthwhile goal.

X Model of Engagement. BlessingWhite's (2018) X-Model of Engagement (X-Model) articulates how employee engagement is defined, factors that contribute to employee engagement, and how employee engagement is connected to job satisfaction. The X-Model states that when all staff in an institution are working in a maximal manner towards achievement of institutional goals, attainment of job satisfaction, and fulfillment of individual needs, then optimal outcomes and maximal performance are also achieved (BlessingWhite, 2011). The X-model compares to Bolman and Deal's (2003) human resource frame, where the objective is to bring people to a future state, so that positive reactions occur and high satisfaction results from maximum staff contributions leading to a positive workplace culture. The X-Model approach to

the ID aligns with the IOT's definition of success and goal of having all individuals in the institute working together and performing at their highest level. To achieve this, ID leadership and staff must be involved in the change process and leadership must focus on helping ID staff members achieve personal success by focusing on each individual's goals, aspirations, and definition of improved workplace culture (Marcum, 2013; Mohanty & Choudhury, 2018). The relationships between the individual employee, the organization, job satisfaction and contributions to the workplace are illustrated in Appendix H.

Guiding Questions Emerging from the Problem of Practice

This OIP aims to identify and change workplace culture values, behaviours and activities that affect job satisfaction, employee engagement, team effectiveness, leadership, and performance in the ID. The OIP considers the influence of contextual factors, individual characteristics, and connections between leadership and job satisfaction in the ID (Schein, 2016). As ID management considers how to improve job satisfaction, the questions below emerge:

- What departmental changes could be made to address the needs of an unsatisfied workforce and maximize the potential and job satisfaction of all staff?
- What is the role of ID leadership in changing ID workplace culture and job satisfaction?
- How well does the IOT and the ID facilitate and execute change when it is needed?
- How effective is ID leadership at engaging staff to participate in ID changes?
- When understanding this change initiative, what systems within the IOT or ID are already in place that can be utilized, and which initiatives need to be developed?
- What leadership and change management tools should ID leadership utilize to foster a positive office culture while implementing job satisfaction initiatives in the ID?

There is a need for greater collaboration in the ID and this OIP presents mechanisms as the first steps towards change in workplace culture and improved job satisfaction in the ID.

Leadership-focused Vision for Change

Leadership is focused on a human resources framework for ID changes. Given the organizational structure of the IOT and the ID, the IOT expects and charges ID leadership with guiding and leading ID staff in the pursuit of change in workplace culture in the ID, leading to increased employee engagement, improved team effectiveness and increased job satisfaction. Kotter and Schlesinger (2008) argue that individuals tend to resist change due to the disruptive and uncertain characteristics of the changes and potential consequences for staff members. Thus, IOT and ID leadership recognize that change needs to be a consultative and planned process where ID employees understand the need for change, buy into the idea of change, feel they are involved in the process of change and believe that change is possible (Cawsey et al., 2016; Weiner, 2009). It is necessary to involve ID staff in the decision-making process, while facilitating individual growth, development and goal attainment. Transparency in communication is necessary along all stages of the process.

ID leadership has previously attempted to plan and implement workplace cultural changes, but have not yet achieved the desired outcomes of increased job satisfaction and a more positive workplace culture and office environment. One of the problems with past attempts to facilitate change has been the abject failure on the part of ID leadership to look internally at themselves as leaders and acknowledge, identify and accept that changes also need to happen at the level of ID leadership. From my perspective, the desired future state of the ID is a culture that fosters collaboration between ID leadership and staff, with inclusive and respectful attitudes. In this vision, both leadership and staff would champion a positive work atmosphere and

employee input would be harnessed, resulting in a new culture that continually progresses and supports the growth of its members. In the current state, the workplace culture is clearly unacceptable because it has resulted in staff who are so dissatisfied that a high employee turnover has resulted (61.5% over 24 months). The current OIP proposes several solutions to target employee engagement, team effectiveness and job satisfaction in order to reduce employee turnover and create a positive workplace culture where ID staff is not only encouraged to stay but also to actively participate for the betterment of staff and the organization.

Change drivers. The human resource frame (Bolman & Deal, 2003) is used as the key driver leading change in this plan, because it focuses on the people involved in the ID, their needs, values, hopes, skills, and so forth. In applying the human resource frame, it is necessary to consider internal and external pressures that may affect changes in the ID, such as changes to strategy, plans, designs, products, services, or operations. One of the primary change drivers is the IOT's expectation that the ID will align with the FIRST ethical principles. Another important driver is the IOT and ID culture. The norms, habits, and expectations of ID leaders and staff play an essential role in fostering change. For example, the expectation that the IOT will hold ID leadership to the Code of Ethics and the FIRST principles will help ID leadership and staff make the transitions and changes required. Change agents are people within a department who can overcome problems to facilitate change and who also become important drivers in the change process. DiSC assessments have identified several change agents in the ID who can act as informal leaders, champion the need for change, reinforce plans to achieve desired changes, and provide feedback in regard to outcomes. ID leadership can plan and develop strategies for the ID which involve change agents. The last driver is technology because external innovation can force people to change. For example, substantial advances have

occurred in the development of departmental websites, staff communication portals, cell phones, Skype, FaceTime, and so forth. These mechanisms allow for more personal and direct communication between and amongst ID staff members and ID leadership. As a result, any one or more of these mechanisms can be used to optimize team effectiveness, employee engagement, and encourage staff to contribute in a creative manner (Jha, Sareen, & Potnuru, 2019).

Positive stakeholder relationships and organizational change. This OIP aims to develop and communicate a strong sense of purpose while building positive relationships and trust amongst all stakeholders. It is important to involve stakeholders positively in institutional activities because if the ID performs well, all stakeholders benefit (Greenwood, 2007).

Effect of negative outcomes on stakeholders. If the ID has disengaged, dissatisfied, or unhappy staff, there is a negative impact on stakeholders and relationships with other IOT departments will suffer. In addition, performance and international student supports and services will be affected, while adverse consequences such as absenteeism, high employee turnover and disengaged stakeholders will result (Lacy & Sheehan, 1997).

Organizational Change Readiness

Cawsey et al. (2016) asserts that when assessing change readiness, it is necessary to determine both institutional and individual readiness for change. As a result of the 2016, 2017 and 2018 SES scores and the substantial ID staff exodus, 61.5% in 2017 and 2018, both the IOT and the ID are ready for changes to occur in order to improve job satisfaction and reduce employee turnover in the ID. The high rate of staff turnover is a major motivational factor for IOT and ID leadership to implement plans to change workplace culture in the ID because this level of staff departure is problematic for the ID. The ID staff pool is small and depends upon continuity of ID staff for optimal program planning and delivery of services to staff and students.

The negative image created by the staff exodus is also problematic in that it is difficult to recruit and train qualified staff to join the ID. Finally, the high turnover rate means that remaining ID staff must dedicate a high percentage of their time to training and orientating new staff, whilst attempting to ensure continuity of existing programs by delivering services that past staff would have handled (IOT, 2019d). The high rate of turnover in the ID is also problematic for the IOT, which has as one of its primary stated goals the desire to be a world-class facility where both staff and students want to work and study. Not only is the 61.5% departure rate a stain on the IOT's reputation, but the exodus has raised alarms in the Employee Services department and the employees' union. Therefore, both the IOT and the ID are motivated to make changes in the ID to facilitate a positive workplace culture where staff are satisfied, engaged and effective.

In addition to the low job satisfaction scores and high employee turnover rate in the ID, SES scores across three out of the four main areas of employee engagement, including basic needs, individual achievements and growth and development, have convinced IOT and ID leadership that widespread change needs to occur in the ID. The ID leadership's identification of six key priority focus areas for change including growth, balance and diversification, team effectiveness, internationalization and intercultural competency, international student support and business development (IOT, 2019d), is indicative of the IOT's and ID's readiness for major changes in workplace culture in the ID.

Readiness to change is an important element for the successful implementation of organizational change. According to Matthysen and Harris (2018), a change process can only be implemented successfully if there is readiness to change. When readiness exists, resistance to change is reduced and the desired change to the future state can occur. Change agents need to consider employee engagement as an integral part of the change process, before, during and after

change has taken place. Engaging and enabling a workforce is important for strengthening the organizational culture to achieve business outcomes. This is a critical component of change management practices and often one of the most significant challenges (Serrano & Reichard, 2011). Beckhard and Harris (1987) posit an equation that takes into account factors such as stakeholder dissatisfaction and resistance to change (Beckhard & Harris, 1987) which allows a determination of the organization's readiness for change. Lehman, Greener and Simpson (2002) state that a comprehensive assessment of organizational readiness for change that focuses on motivation and personality attributes of program leaders and staff in the ID, institutional resources, and workplace culture is an important start in understanding organizational factors related to implementing efficient change. The IOT as a system depends on many interdependent factors which influence its day to day functioning, strategic decisions, and future action plans, which determine an organization's readiness for change (Pellettiere, 2006).

External forces that shape change. The external forces that shape change in the ID come from the external environment and include political, economic, technological, competitive and needs of ID students.

Political forces. With the changing global political scenario, the worldwide economy is undergoing quick changes and presenting challenges in the form of regulatory and policy changes. There is increasing global focus on fairness and inclusion of all people in decisions that affect them, as well as increased pressure for freedom of speech. The political climate is such that the IOT and ID must facilitate changes in the ID to meet these global challenges and provide the best possible environment and services to ID clients. Therefore, the political climate within the province, the country and abroad is creating readiness for change within the IOT and ID.

Economic forces. Changes in the business cycle, inflation or deflation rates, fluctuation in interest rates, international and domestic tuition increases, the economic recession in Western Canadian provinces, and fluctuation in oil prices on a global scale are just some of the economic factors affecting the IOT and ID's ability to undergo change. Increasing competition for students to attend the IOT is a major factor driving readiness for changed conditions in the ID. There has been phenomenal growth in the ID over the past few years and as a result, the ID is ready to undergo change and growth to meet the increasing demands of the clients it serves.

Technological forces. Technological advancements, innovations in communication and computer technology have revolutionized organizational functioning by introducing new ways to work and adding new products/services. These advancements have created a demand for the development of a framework to manage change effectively and promote faster, more efficient communication between the IOT, the ID, ID leadership and staff.

Competitive forces in higher education. There is a steady increase in the demand for individuals with training from technological institutes such as the IOT. The IOT is continually working with stakeholders, clients, the community, and governments to design, develop and deliver programs that meet the needs of a changing global workforce. On an increasing scale, there are more students attending the IOT from international communities, seeking skills and training that can be taken to their home countries and integrated into their communities. The ID is an essential link between the IOT and international students, as well as global clients with staff needs for training from the IOT. A high turnover of ID staff is counterproductive to providing the best possible services to international students and clients. The competitive demand for workers trained at the IOT is a significant factor driving readiness for change in the ID to ensure

that the IOT has a global presence in the technological fields and professions. Both the IOT and the ID are ready to adapt to meet these demands. Thus, a change plan is necessary and desirable.

Changes in the needs of international students. There are also continual changes in the needs of the foreign students who utilize the resources of the ID. This is driving and compelling the IOT and the ID to adapt and innovate their services and support to meet the constantly changing needs and demands of international learners.

Internal forces that shape change. There are also a number of internal forces that drive and shape change within an organization including systemic, structural, technological, and people/staff. These are discussed below.

Systemic forces. The IOT is a system made of interconnected subsystems (departments), which interact with one another and act to influence organizational behavior (IOT, 2019a). Problems in the ID are known to other IOT staff and departments, resulting in a negative outward reputation and impacting the IOT's reputation as an outstanding employer and leader in technological and academic environments. This factor has rendered the IOT and Employee Services ready to intervene in ID problems, for the betterment of the institution as a whole.

Structural forces. Structural changes such as downsizing, job redesign, or departmental reorganization alter the existing organizational structure and may be regarded as strategic moves to improve profitability. Notably, the fact that the Associate Director has been directing and leading the ID without significant input from the ID Director, may signal to the IOT that the ID could be led by a single leader, thus leading to a downsizing. At the same time, the need for designated leaders at the level below the current ID leadership is becoming more necessary due to increased demand on ID programs caused by an increased number of clients served by the ID. Therefore, a change in the organizational structure shown in Figure 1 may be imminent.

Technological forces in the IOT. Technology is changing from both internal and external perspectives, with the introduction of social media, new programs at the IOT, and advancing technological hardware and software. Technology that facilitates communication and transparency within the ID will result in ongoing changes within the ID. The use of current technology is expected to be an important factor in readiness for change in terms of team effectiveness, employee engagement, and the optimization of service delivery within the ID.

People-focused change. The major focus of this OIP is people in the ID and their existing competencies. Using human resource planning strategies, employee reorientation, and reassignment in the ID will result in a role correction between the ID Director and the Associate Director. Changing work duties and roles assigned to ID staff will optimize job satisfaction, improve employee engagement and team effectiveness, and reduce employee turnover in the ID. The need to increase job satisfaction in order to reduce the high employee turnover rate in the ID has motivated leadership to consider changes that meet the needs of ID staff.

DiSC profiles. The existence of the DiSC Personality profiles is also a relevant factor to consider in the organization's readiness for change. As previously noted, the IOT believes that the DiSC Personality Assessments provide important information regarding ID leadership and staff work characteristics can be used to guide leadership, promote effective teamwork, and design interventions for the ID, a belief supported by Zoogah, Boghossian and Sawyer (2010). Hence, it is important to incorporate ID DiSC findings in the design and development of interventions focused on improving team effectiveness in the ID. DiSC profiles can also be used to guide feedback provided to individual ID staff members in keeping with their personal needs, workplace characteristics and opinions, as well as the quality, amount, and type of work performed by each member (Gmeiner & Van Wyk, 2001). It is also worthwhile to use DiSC

profiles to determine the composition of specific teams within the ID, so as to maximize effectiveness and performance. These profiles can also be used to design and plan the composition of new teams within the ID aimed at optimum team effectiveness and productivity. This OIP can make immediate use of the DiSC behavioural styles and personality profiles on interventions designed to improve job satisfaction, employee engagement, and team effectiveness (IOT, 2018b).

In conclusion, there are both internal and external forces driving and supporting organizational change in the ID, including systemic, structural, technological, and people/staff factors. The completed DiSC profiles provide important information that will optimize the development and implementation of solutions focused on the human component of the ID, the improvement of job satisfaction, and the creation of a positive workplace culture.

Chapter One Summary

This chapter examined the ID within the IOT in a province in Western Canada. Organizational context and structure were explained and the leadership position and lens statement elaborated. The PoP was identified as low job satisfaction leading to high employee turnover, 61.5%, across a 24-month period. Low employee engagement, poor team effectiveness, lack of adherence to FIRST principles amongst ID leadership, distrust of ID leadership and lack of collaboration with ID staff, and a negative workplace culture were identified as factors contributing to job dissatisfaction amongst ID staff. The PoP was framed and discussed, with questions emerging from the PoP detailed. A leadership-focused vision for change was presented and organizational readiness for change was discussed.

Chapter Two: Planning and Development for the Change Process

This chapter outlines theories, frameworks and approaches to lead change in The International Department (ID) within the Institute of Technology (IOT). Bolman and Deal (2003) have proposed a human resources framework, and to a lesser degree, a symbolic framework that are used to guide the change process for this organizational improvement plan (OIP), using a combined Transformational Leadership (TL)-Servant Leadership (SL) approach (TSL). The Change Path Model (Cawsey et. al, 2016), Change Management Process Model (Beckhard & Harris, 1987) and Congruence Model (Nadler & Tushman, 1980) are used in combination for the critical organizational analysis, to determine *what*, *where*, and *how* changes need to be made in the ID. Used together, these three models provide a beneficial starting point for transforming job satisfaction, employee engagement, team effectiveness, the application of FIRST principles, and workplace culture within the ID.

Organizational Change in the ID

This section presents a discussion of organizational change. Weick and Quinn (1999) state organizational change needs to be concerned with the timing of change. Organizations may reorient themselves as an anticipatory measure to face the environmental pressures (Burrus, 2017). According to Nadler and Tushman (1989) change can be considered in two dimensions: scope of change (incremental and strategic changes) and positioning of the change relative to key external events (reactive and anticipatory changes). This OIP incorporates all four change types, incremental, strategic, reactive, and anticipatory.

Incremental change occurs in small steps to achieve the overall organizational goal (Orlikowski, 1993). Change is based on the assumption that many small changes will ultimately result in a large change. IOT and ID are motivated to change workplace culture in incremental

steps, by focusing on FIRST principles with an incremental hierarchical progression to a change in workplace culture (Figure 3 Chapter One).

Changes that address the whole organization are strategic changes usually implemented at the organizational level, which affect various components of an organization and its direction (Dominguez, Galán-González & Barroso, 2015). This OIP proposes realignment of ID leadership that will change the overall direction of the ID and its workplace culture to prevent loss of staff and improve job satisfaction. Reactive change occurs as a result of actions taken to handle unexpected situations. Reactive changes are expected as a result of the realignment of leadership roles with the ID Director and Associate Director, which will change activities, roles and relationships within the ID. Reactive change is expected to occur as a result of these adaptations. Anticipatory change is planned ahead of time and implemented to handle expected situations that may arise. This OIP is expected to lead to anticipatory changes, trigger ID staff participation in the plan for change, and prepare ID leadership and staff for the change process.

Framework for Leading the Change Process

Job satisfaction, employee engagement and team effectiveness are dependent upon the individual workers' skills, attitudes, perceptions, needs, and relationships with leadership and coworkers, all factors that are addressed by a human resources framework (Bolman & Deal, 2003). However, since ID staff have identified issues relating ID leadership behaviours, a leadership approach is also necessary in order to facilitate change. This OIP presents a conceptual framework for change within the ID and focuses on the human factor to guide the change process, proposed solutions, and leadership approaches discussed in this chapter.

Frameworks for organizational change. Bolman and Deal (2003) proposed four frames to help leaders understand their organizations through multiple lenses: structural,

political, symbolic and human resources. While the PoP can be viewed through all four lenses, the human resources lens is aligned with the IOT and ID approach to management and leadership, and as such, emerged as the primary framework for this OIP. To a lesser degree, the symbolic lens resonates with the IOT's symbol as an institute of higher learning with freedom of speech and equality for all persons within. The four different lens perspectives are presented below with a focus on the human resources framework utilized in this OIP.

Neither the structural nor political frames are considered relevant to the proposed OIP. The symbolic frame is connected to the meanings, beliefs, faith, and the use of symbols to eliminate confusion and ambiguity about and within an organization, and to embody and express a culture (Bolman & Deal, 2003). Upholding the IOT and ID as symbols of the values set out by the IOT is important to leadership of the IOT and ID. Hence, the symbolic lens has some bearing on this OIP, particularly given the focus on FIRST principles.

The human resources perspective emerged for leading the change process because this frame emphasizes understanding human beings and their differences, respect for feelings, attitudes, skills, abilities and the relationships between people (Bolman & Deal, 2003). This frame is useful in a change model because it emphasizes the human side of the ID and the importance of personal dynamics in need fulfillment, productivity, job satisfaction and workplace culture (Pourrajab & Ghani, 2016). One of the major strengths of this frame is that it focuses on the right "fit" between people and an organization and allows the organization (in this case, the IOT) and the department (in this case, the ID) to understand the individual and group needs while still meeting organizational needs (Mabey, 2003). According to Lyon et al. (2014), it is important to ensure that interplay between the individual and the institution is positive in order to achieve reciprocal satisfaction and team effectiveness. In working towards change, it is

necessary for ID leadership and staff to get to know the unique work personality profiles of each member, as these can be used in the creation of effective teams and in the development of good relationships between staff and leadership, which will improve job satisfaction (Probst, 2011). The human resources frame specifically resonates with the PoP (job satisfaction) and the issues relating to it (employee engagement, team effectiveness and staff turnover). Hence, the human resources perspective was chosen as the framework for this OIP.

Leadership approach to change. It is important to note that the IOT has four main leadership competencies that are expected of all leaders within the institution: innovation and change, communication and influence, coaching and development, and responsible decision making (IOT, 2018). These competencies are believed to be foundational to motivating staff, optimizing productivity and fostering teamwork amongst staff and leadership (IOT, 2018a). Therefore, in any leadership approach to change, ID leadership (both formal and informal leaders) must keep these competencies in mind. This OIP employs a combined Transformational Leadership (TL)-Servant Leadership (SL) (TSL) approach, with features from both TL and SL that will adapt depending on the situation.

Transformational leadership. The research on TL indicates that motivating employees through empowerment and building trust is critical to the achievement of a positive culture and thus greater job satisfaction (Avolio & Bass, 2002; Bennis, 1989; Sheng, Tian, & Chen, 2010; Van Dierendonck, 2011; Yukl, 1999). The consensus on the potential and utility of TL theory and its applicability across cultural contexts is that TL benefits job satisfaction and promotes a positive workplace culture (Avolio, Walumbwa, & Weber, 2009; Keeley, 1995; Northouse, 2016; Yukl, 1998). The TL model is comprised of four interrelated components: charisma/influential which is characterized by complementary attributes of vision, trust, respect,

and risk-sharing, integrity, and modeling; inspirational motivation is characterized by commitment to goals, communication, enthusiasm; intellectual stimulation is characterized by rationality, problem solving; while individualized consideration is characterized by personal attention, mentoring, listening and empowerment (Avolio, Waldman & Yammarino, 1991; Avolio & Bass, 2002; Avolio et al., 2009; Northouse, 2016; Stone, Russell & Patterson, 2004). TL leaders engage others, thereby increasing motivation and facilitating increased effectiveness. Studies have demonstrated that TL can drive important changes in an organization and is a better predictor of organizational success than other leadership approaches (Bass, 1985; Bolden, Gosling, Marturano & Dennisson, 2003; Kouzes & Posner, 1995; Northouse, 2016; Yukl, 1998).

Servant leadership. Designed by Greenleaf (1977), SL is becoming increasingly relevant in workplaces, with studies corroborating its utility in regard to workplace culture and employee satisfaction (Avolio et al., 2009; Focht & Ponton, 2015; Joseph & Winston, 2005; Sipe & Frick, 2009; Spears, 2004; Van Dierendonck, 2011). Greenleaf (1977) asserted that the servant leader's primary motivation is "serving" others, focusing on the needs of others, and enriching the lives of people by building better organizations (Greenleaf, 1977). It has been argued that servant leaders can facilitate optimal individual and organizational success by emphasizing the relationship between leaders and those who follow them (Avolio et al., 2009; Mittal & Dorfman, 2012; Leffler, 1998; Northouse, 2016; Spears, 1995). The premise behind SL is that people produce best when leaders take care of followers by meeting their basic personal needs (Allen et al., 2016). There are ten traits and behaviours attributed to servant leaders: listening; empathy; healing; awareness; persuasion; foresight; conceptualization; stewardship; commitment to the growth of people; and building community. It has been hypothesized that by emulating the

actions and behaviours of servant leaders, those who follow them can grow to become servant leaders themselves (Greenleaf, 1977; Laub, 2004).

Combined transformational-servant model of leadership. For the purposes of this OIP, TSL is not a specific leadership model, but rather, a compound term consisting of elements of both TL and SL (Bono & Judge, 2004). TSL is exemplified by empowering and developing people, by expressing humility, authenticity, interpersonal acceptance, and stewardship, and by providing direction. According to Choudhary, Akhtar and Zaheer (2013) both transformational and servant leaders have many facets in common: the encouragement and empowerment of others for improved performance; and listening and communicating with others, while at the same time, demonstrating leadership attributes and fostering team effectiveness. One of the main differences between TL and SL is the focus of the leader's attention and energy. TL's main concern is organizational performance (Bass, 1985, 2000), while SL believes that followers always come first. Due to the overlap of features between SL and TL, some scholars have suggested that TL and SL could be seen as complementary or similar to one another TL (Bass, 2000; Stone et al., 2004; Van Dierendonck, Stam, Boersma, De Windt, & Alkema, 2014). A combined model of SL-TL, or TSL, as the name would suggest, consists of elements of both TL and SL, to create an integrated model of leadership. Becoming a TSL leader is not only desirable, but possible (Remple. 2010). Remple (2010) noted that TSL leaders can foster a compelling vision for the future and motivate others through rational strategies, empowerment of people, intellectual stimulation, and competency development. TSL focuses on the value of each person, empowering others by shared decision-making and contributing to optimal organizational performance outcomes (Castano, 2017). Hays (2008) contended that TSL changes the role of leaders from wielders of power to managers who serve while others

determine outcomes. The similarities and complementary nature of SL and TL mean that a combined leadership approach is possible to attain positive outcomes for the ID. Appendix I shows the overlapping components of SL and TL.

Theories and Models of Change

This section provides a comprehensive description, illustration and discussion of how and why a desired change is expected to happen in the ID. Change theories provides the basis for identifying the type of activities or interventions that will lead to the achievement of long-term goals, specifically, improved job satisfaction, increased employee engagement, improved team effectiveness, adherence to FIRST principles by ID leadership, and an improvement of the ID's workplace culture. For this OIP, the TSL approach has been combined with a human resources frame to implement an integrated Change Path Model (Cawsey et al., 2016) and Change Management Process Model (Beckhard & Harris, 1987). A third model, the Congruence Model (Nadler & Tushman, 1980) is used for the gap analysis.

Cawsey, Deszca and Ingol's Change Path Model: What to change. According to Mahato (2015) it is important to understand the question of *what* to change within an organization. Cawsey et al.'s Change Path Model outlines a process to determine *what* needs to be changed in order to achieve success. The Change Path Model permits an understanding of how structure and existing processes support the IOT's overall mission, and how well the ID meets those expectations of the IOT. Cawsey et al. (2016) reported that leaders usually know what needs to be changed but they may have a difficult time determining how to get there. In other words, they need help determining the sequence of the activities, interventions and solutions that need to be undertaken during the change process in order to effect the desired change (James, Jimenez, Mbakulo & Nasra, 2017). The Change Path Model consists of four

stages to help leaders identify what needs to change and how to go about effecting that change: awakening (*why* change), mobilization (*what* to change and vision for change), acceleration (action planning for change) and institutionalization (successful conclusion of change from existing state to future). Key strengths of the Change Path Model are that it is both descriptive and prescriptive (Cawsey et al., 2016), detailing the different steps required to bring about the various stages of change needed to see the change initiative through to a successful outcome.

Nadler and Tushman's Congruence Model: Where to make changes. Nadler and Tushman's Congruence Model (1980) provides a framework for analyzing complex organizational problems and is used to identify gaps where interventions would be most effectively applied. The Congruence Model helps articulate *where* the gaps in performance are so that interventions to change the deficiencies can be planned and implemented (Nadler & Tushman, 1980). When the Congruence Model is used together with the Change Path Model, the two models act to clarify *what* needs to change and *where* to go about making those changes to obtain the desired outcome, moving the organization from a current, undesirable state to a future, desirable state. The Congruence Model outlines seven components that need to be analyzed for gaps, problem areas, fit between components, and possible solutions. The seven components analyzed for this OIP with respect to the ID are: inputs, strategy, work, formal and informal structures, the people, and the outputs (Nadler & Tushman, 1989). Nadler and Tushman (1989) state that the Congruence Model helps leaders elucidate and understand all facets of the current workplace environment so targeted strategies can be designed and developed to address the PoP.

Beckhard and Harris' Change Management Process Model: How to change. The Change Management Process Model provides the guidance for *how* to make the change from the

current state to the future, desired state (Beckhard & Harris, 1987). The outcome of this analysis is an understanding of *how* to make the changes necessary. A noted limitation of the Beckhard and Harris (1987) approach is that it looks at change management as a linear process, which does not sufficiently highlight the complexities associated with an ever-changing institutional environment (Beerel, 2009). By combining the Beckhard and Harris (1987) model with Nadler and Tushman's Congruence Model (1980) and Cawsey et al.'s Change Path Model (2016), the linear approach imposed by Beckhard and Harris' model is broadened and allows a multi-faceted approach to organizational analysis and change. In combining the three models, Cawsey et al.'s (2016) model identifies *what* needs to change, Nadler and Tushman's (1980) model identifies *where* the change must occur, and finally, Beckhard and Harris' (1987) model explains *how* change must occur.

The Beckhard and Harris (1987) Change Management Process suggests five steps for successful organizational change: internal organization analysis; why change; gap analysis; action planning; and managing the transition (Cawsey et al., 2016). The five steps of the Change Management Process (1987) help organizations increase their internal awareness with respect to the following: problems impeding organizational performance; why the change is needed; how the state compares to the desired state; and development of action plans to reach the desired state (Beckhard & Harris, 1987; Cawsey et al., 2016). The steps of this process are discussed below (Cawsey et al., 2016).

The first step involves an internal organizational analysis, determination of the current situation within the ID, and identification of forces for and against change, which can be accomplished by using tools such as the DiSC personality assessment. In the second step, leaders and change agents determine why change is needed, the motivation to change, and vision

for change (Cawsey et al., 2016). The third step is to define the current state of the organization and contrast it against the desired state using gap analysis to determine *where* changes need to occur before action can be taken to bring about the desired organizational state (Cawsey et al., 2016). The fourth step involves action planning, and determination of work that must be done in order to bring the current state of the ID to the desired future state, where there is improved job satisfaction, increased employee engagement, increased team effectiveness, application of FIRST principles by ID leadership and a positive workplace culture in the ID. The last step requires managing the transition to the future state and implementing an OIP through effective collaboration and communication, measuring progress towards the established goals, and making adjustments as needed to manage the change through to completion (Cawsey et al., 2016).

Engaging and enabling a satisfied workforce is at the heart of strengthening the organizational culture to achieve business outcomes, which is often one of the most significant challenges (Veronesi, 2009). Effective communication programs and involvement of ID leadership and staff will increase employee engagement within the ID throughout this process.

Combined models of change: What and how to change. As noted previously, a human resources framework and TSL approach is used along with the Change Path Model (Cawsey et al., 2016), Beckhard and Harris's (1987) Change Management Process and Nadler and Tushman's (1980) Congruence Model to achieve the desired outcomes. Integrative models of change can help achieve the desired target state through the merging of organizational and individual change processes combined with project and change management models. Layering the Change Path Model and the Change Management Process model allows an examination of organizational change from a holistic perspective. Leaders can prepare for change by looking at change as a process with different layered stages, including the activities that are proposed to

achieve the change, while visualizing where the organization is and where it is going. Appendix J illustrates how Cawsey et al.'s (2016) Change Path Model and Beckhard and Harris's (1987) Change Management Process model can be combined for the critical organizational analysis.

Critical Organizational Analysis: Findings

This section outlines the findings of the critical organizational analysis undertaken with the ID, using Cawsey et al.'s (2016) Change Path Model, Beckhard and Harris' (1987) Change Management Process Model, and Nadler and Tushman's (1980) Congruence Model.

Analysis with Cawsey et al.'s Change Path Model. The critical organizational analysis used Cawsey et al.'s (2016) Change Path Model to identify *what* needs to change in the ID. Based on analysis of SES scores, interviews with ID leadership and staff, internal and external inputs, and the high rate of employee turnover in the ID (61.5% over 24 months) set out in Chapter One, the question of *what* to change has been answered: job satisfaction; employee engagement; team effectiveness; adherence to FIRST principles amongst ID leadership; trust and collaboration; and finally, workplace culture within the ID.

Gap analysis with Congruence Model. A gap analysis was conducted to determine the factors affecting job satisfaction amongst ID staff and areas *where* intervention should be targeted (Nadler & Tushman, 1980). The seven elements proposed by the Congruence Model analyzed inputs, strategy, work, formal and informal structures, people, and outputs (Nadler & Tushman, 1989). Internal and external inputs, SES scores from Table F1, and PESTE analysis identified the following problems or themes as issues relating to job satisfaction in the ID: a) issues with teamwork/effectiveness between leadership and staff (ie. lack of trust, collaboration, transparency in communication, fairness), b) dissatisfaction with employee engagement and interactions between ID leadership and ID staff in regard to work done by ID staff, opportunities

for growth and development, and fulfillment of personal needs for recognition, reinforcement and advancement, and c) dissatisfaction with workplace culture.

After completion of the analysis of each element, the next stage is to analyze relationships between the ID's performance and employee satisfaction. Problems cited by ID staff and leadership while analyzing each of the seven components revealed the belief amongst ID staff that the ID is not performing optimally and as a result, staff are not motivated to do their best. With regard to the relationship between work and people in the ID, the current state is one where neither the work performed or the ID culture meet individual satisfaction needs. In considering the work performed in the ID and the structure within the ID, the work being done is not well communicated or coordinated. Nadler and Tushman (1980) note that the Congruence Model focuses on building and sustaining congruence (Nadler & Tushman, 1980, 1989), which is achieved by understanding what is needed to reconfigure each of the seven components of the model and resolve incompatibilities that have been identified. In the ID, this means that leadership must focus on reconfiguring the workplace culture to improve job satisfaction, employee engagement, perceptions about ID leadership and relationships between ID leadership and ID staff. The findings of the Congruence Model analysis (gap analysis) are contained in Appendix K Table K1.

In summary, the critical organizational analysis identified *what* to change, *where* to implement changes, and finally, *how* to go about making the changes. Each of the gaps identified in the ID (Appendix K Table K1) will require different action plans or interventions for change. Possible solutions and interventions to address the problems identified in the critical organizational analysis are outlined in the following section.

Possible Solutions to Address the Problems Identified

Yanti and Dahlan (2017) report that job satisfaction will be achieved when a workplace culture within a department accommodates and aligns with the expectations, needs, and interests of employees on all desired aspects of work. Based upon the literature reviewed for this OIP, job satisfaction is dependent upon employee engagement, team effectiveness and workplace culture (DeOrtentiis et al., 2013; Gallup, 2018; Yanti & Dahlan, 2017). According to Davis (2018) team effectiveness can be improved by changes in workplace culture that focus on building trust, fairness, transparency and communication. The critical organizational analysis further determined that ID staff are dissatisfied with ID leadership and the manner in which ID leadership interacts with ID staff. Given the issues of low job satisfaction, high employee turnover, poor employee engagement, poor team effectiveness, workplace culture, and ID leadership issues with FIRST principles, trust and collaboration, three solutions for change are proposed using Deming's Plan-Do-Study-Act (PDSA) cycle approach (Moen & Norman, 2006). Each solution has a list of strategies that can be used to maintain enthusiasm regarding a culture change. The three solutions proposed are:

- 1) Solution One: Promote a leadership approach that aligns with the IOT's FIRST principles.
- 2) Solution Two: Promote knowledge, understanding and incorporation of the DiSC personality profiles in the ID.
- 3) Solution Three: Promote two-way communication between staff and leadership to increase transparency, collaboration, trust, respect, and overall team effectiveness.

For this OIP, solutions one and two are combined to achieve the model shown in Appendix L, which indirectly act to achieve solution three. In this OIP, solutions one and two are combined because these solutions focus on the primary tasks of caring, understanding, and investing in people, as suggested in Bolman and Deal's (2003) human resource frame. Focusing

on the needs of the ID staff will promote those features most likely to improve team effectiveness, including communication, trust-building, transparency, fairness, and respect. Incorporating the IOT's FIRST principles and using DiSC personality profiles to effect change will indirectly incorporate solution three.

Deming's Plan-Do-Study-Act (PDSA) cycle. The three solutions are articulated with Deming's Plan-Do-Study-Act (PDSA) cycle (Moen & Norman, 2006). The PDSA is a change management model that is an effective test of improvement that provides a simple, structured approach to analyzing the initiative/solution on a small scale (Donnelly & Kirk, 2015).

Solution One: Promote a leadership approach that aligns with IOT FIRST Ethical Principles. This solution aims to promote and encourage ID leaders and staff to undertake continuous training based on the IOT FIRST ethical principles of fairness, integrity, respect, safety and transparency, after which FIRST principles will be incorporated into day-to-day leadership activities within the ID. Part of this solution is to offer sessions with activities and tactics to educate and facilitate the adherence to FIRST principles, focusing on what fairness, integrity, respect, safety and transparency mean and how to incorporate these principles into leadership activities within the ID. Sessions focused on building trust and collaboration amongst ID leadership and staff, what this means, and how to incorporate trust and collaboration into day-to-day activities in the ID will be implemented. Finally, it is necessary to work on ID leadership role definition and accountability. A critical component involved in this process is the building of trust. Therefore, activities which focus on trust-building amongst ID leadership and staff. Trust is defined and discussed in Appendix G.

With a focus on leadership activities and role definition, it is anticipated that overall job satisfaction will be improved, employee turnover in the ID will be reduced, and a positive workplace culture will be developed within the ID.

Priorities and practices. The first solution focuses on developing leadership and role definitions within the ID. Priorities include development of ID leadership's: understanding and adherence to the roles assigned to them; application of FIRST principles in day-to-day practice; design of strategic business and team success plans and goals focused on a culture of satisfaction and engagement; communication with ID staff; accountability for directions given to ID staff; acknowledgement of efforts and achievements of ID staff. Activities based on a TSL approach will be used, where ID leaders confirm and demonstrate to staff that each person is an important part of the team and the work they do is important. Demonstrating that staff is important and valued can be accomplished by leadership adoption of FIRST ethical values, reinforcing the value of employees' work, and finding ways to acknowledge staff contributions to the ID.

The strategy for this solution is to build leadership capacity through ID leadership development programs through professional development sessions and workshops. In addition, IOT leadership and Employee Services would also be involved in establishing clear role definitions, guidelines and responsibilities for ID leadership (Director and Associate Director).

There needs to be clarification regarding the following:

- who will give the directives to ID staff
- who is responsible for ensuring that the directives are met
- which leader will ID staff will turn to if there are problems or difficulties
- who is responsible for rewards relating to the achievement of those directives
- who is responsible for communication between ID staff and leadership and between the IOT and ID staff.

Appendix L presents an overview of the activities and strategies that will be employed in the achievement of Solution One.

Resources needed. Given the high level of dissatisfaction amongst ID staff with respect to leadership, the IOT and Employee Services will be important resources to utilize in the management ID leadership issues. First, ID leadership needs must be determined based on a review of programs and services being offered by the ID and discussions with ID staff. Second, there must be opportunities for growth and development for ID leadership, to facilitate improved leadership activities and behaviours, adherence to and incorporation of FIRST principles in day-to-day activities within the ID. Third, there must be opportunities for growth and advancement amongst ID staff, including opportunities for individual staff members to act as team leaders or project leaders. There must also be resources and support for both ID leadership and staff, such as mentoring, training, and organizational planning, with individual activities such as job rotation, job shadowing, and project leadership (Waters, 2018). Fourth, resources such as classroom training, online courses, supervisory or leadership programs, and executive education must be made available to ID leadership, designated team leaders and staff within the ID. If additional funding is required in order for ID leaders to undertake these programs, efforts will need to be directed at working with the ID, IOT, Employee Services and the union in order to develop funding opportunities. Finally, there will be a need for feedback to ID leadership and designated team leaders regarding their leadership progress and development. Mentors and guides both within the ID and in particular, outside of the ID (IOT, Employee Services, and other stakeholders) can be accessed to provide this feedback.

Benefits and limitations. One of the benefits of this solution is an improvement in trust and transparency by encouraging trust-related behaviours for ID leaders and staff. Increasing

trust and transparency will increase job satisfaction, employee engagement and team effectiveness. Changes in these areas will also lead to an improved workplace culture and significant opportunities for the growth and development of individual ID staff members. Overall, these changes will also lead to improved productivity in the ID and an improvement in the quality of performance amongst ID staff and leadership. Limitations to this solution include the fact that prior to ID staff being willing to participate in activities to increase trust and transparency, they would need to see that there is clear role definition and adaptation between the ID Director and Associate Director. In addition, ID staff would need to see that there is some level of outside oversight regarding ID leadership roles and responsibilities so that ID leadership are held accountable for actions taken by each leader. Another limitation of this solution is that ID staff would need to see that there was buy-in on the part of ID leadership with respect to the fundamental FIRST principles and that there is outside oversight to ensure that ID leadership adheres to FIRST principles. Mechanisms for staff to provide anonymous feedback with respect to ID leadership would need to be in place before ID staff would feel confident or willing to participate in activities aimed at improving trust and transparency.

Plan, Do, Study, Act (PDSA) cycle. The PDSA cycle can contribute to a more positive culture as this framework embraces planning for change. Given that this solution focuses on leadership, planning for leadership training and development will be facilitated with the PDSA cycle. Once changes have been made, evaluation will be undertaken by examination of ID staff scores on the 2019 and 2020 SES, since many of the employee engagement questions relate directly to leadership behaviours, such as providing feedback, respecting staff opinions, and transparency. The last stage is acting to develop a new standard of work based on the

discoveries made through the PSDA process, incorporating the improvements into everyday work practices with the alignment of the new leadership approach.

Solution Two: Promote knowledge, understanding and incorporation of DiSC personality profiles in the ID. This solution focuses on determining the leadership and work profiles of ID leadership and staff using the DiSC Personality Assessment and then incorporating DiSC profiles into leadership and staff activities within the ID. The utilization of DiSC profiles in the ID department will ensure that the best fit between employees and work activities occurs, ultimately increasing team effectiveness and employee engagement. Additionally, use of the DiSC will help ID leadership and staff build stronger and better relationships through knowledge of each other's day-to-day work styles. Finally, use of DiSC profiles will help ID leadership understand how people respond to conflict so that conflict can be avoided or managed, as well as factors that motivate individual workers, thereby facilitating improved teamwork.

Priorities and practices. A relevant aspect of being a leader is getting to know one's staff (Martin, 2011). Knowing one's team members and showing a real appreciation for staff and their work styles will build a sense of trust within the ID. The priorities for this solution are to use the DiSC personality profiles to: continue to invest in employee development and success with a focus on individual needs, increased employee engagement, improved job satisfaction, and ultimately, improved team effectiveness. Trust is one of the most important elements in job satisfaction, employee engagement, communication and team effectiveness. Therefore, priorities will also focus on activities and strategies which foster trust amongst ID leadership and staff, with DiSC profile information utilized to help design activities which take into consideration individual staff characteristics. Once ID leaders and staff have built a foundation of trust within

the department, open and honest communication will create a workplace culture where everyone feels supported and satisfied.

Resources needed. The most critical resource for this solution is collaboration with the Employee Services Department, which is in charge of administering the DiSC Personality Assessments at the IOT. For this solution, no additional investment regarding funding or human resources is needed for the ongoing administration of the DiSC Assessments. However, likely there will be a need for funding to allow ID leadership to undertake training with regard to interpreting the DiSC profiles and incorporating these profiles into ID activities and planning.

Benefits and limitations. One of the benefits of utilizing the DiSC assessment is that it is a widely used tool that is considered valid and reliable (Chigova et al., 2019; Hunt, 2018) and has been shown to be valuable in workplace planning (McKenna et al., 2002). One of the limitations is that the DiSC Assessment sometimes yields complex test results that require specialized training to interpret and incorporate into workplace planning. The Employee Services Department can be accessed for assistance with situations requiring specialized training in the interpretation and incorporation of complex DiSC profiles in the ID environment. Another limitation to DiSC profile information is that it does not determine who is the best person to lead within the ID, but simply outlines work behaviours and personality traits as a method to predict how each person will behave in the work environment under given situations. Employee Services can be of assistance in guiding the ID with respect to who should lead the ID and in regard to hiring of new leaders when necessary.

Plan, Do, Study, Act (PDSA) cycle. The planning step in this solution involves clarifying the personality profiles of ID leadership and staff and determining how these profiles can be incorporated into planning for the ID. Lack of knowledge as to how to utilize and

incorporate DiSC findings may be a limiting factor. Guidance and training may be required for ID leadership in regard to effectively incorporating DiSC profiles in planning for the ID. The next step involves the incorporation of DiSC profiles in actual planning for the ID. Once DiSC profiles have been incorporated into planning for the ID, interviews with ID staff will be undertaken to gather feedback regarding the use of DiSC profiles in planning and activities within the ID. The last step in this solution is to integrate the use of DiSC profiles into the long-term planning for the ID, including the rearrangement of teams, the development of new teams, and all other ID activities. It may be worthwhile to consider reassessment with DiSC Assessments once ID staff and leadership have undergone further training and mentorship with regard to leadership skills and activities, to determine if there have been adaptations in staff approaches to dealing with day-to-day work activities, conflicts, or other workplace issues.

Solution Three: Promote upward and downward communication. This solution focuses on the development of new communication practices in the ID. Specifically, this solution focuses on the development of transparent, reliable and trustworthy communication between ID leadership and staff, and between ID staff and leadership. Miftari (2018) reported that communication characteristics of leaders are essential in the workplace. This solution will focus on the transformation of ID leadership from managers who lead ID staff to managers who work in collaboration with ID staff. This process will occur by the facilitation of both upwards and downwards communication strategies that incorporates feedback from all ID staff members.

Priorities and practices. The priority is to focus on communication and develop an interactive communication strategy to embed job satisfaction in the workplace culture (Schein, 2010). The priorities in this solution are to: develop a communication strategy to embed satisfaction in the departmental culture; identify communication mechanisms that are engaging

for staff; connect strategy and objectives to specific actions; increase executive leadership visibility and transparency by creating opportunities for employees to connect with managers informally; and reinforce the FIRST ethical principles and why they matter. The first priority in this process is to develop one-to-one communication between ID leadership and ID staff, where communication follows the FIRST principles of fairness, integrity, respect, safety and transparency, and focuses on trustworthy, reliable, genuine communication that focuses on the needs of the employees with the goal of job satisfaction. The second priority is to encourage ID leadership to incorporate staff feedback and opinions in planning for the ID and to demonstrate to staff that those opinions have been taken into consideration (Sadiartha & Sitorus, 2018). This can be done by actively incorporating useful ID staff suggestions into ID activities and publicly giving staff credit for those ideas. Focusing on the value of each individual ID staff member will lead to increased job satisfaction and increased employee engagement. The third priority is to facilitate communication mechanisms that are engaging for all employees (emails, printed material, 2-way communications and Town Hall meetings). Developing communication that is engaging for employees will encourage participation in the communication process (Lowry, 2016). The last priority is to reinforce the FIRST principles and why communication matters. In doing so, it is important to ensure that staff is safe in voicing their opinions and that there will not be negative repercussions for negative feedback given, regardless of whose idea the plan was in the first place. As noted in solution one, it will be necessary to have outside oversight of ID leadership, at least in the initial stages, to ensure that ID staff have protection guaranteed by the IOT, Employee Services and the union with regard to being honest in their communications about various activities and strategies implemented in the ID.

Limitations with this solution are going to be directly related to ID staff's ability to trust in the safety of communicating feedback with ID leadership, specifically, that doing so will not lead to negative repercussions for staff personally. Another limitation may relate to the incorporation of feedback from ID staff, which could be overcome by discussing the suggestions with staff, as well as the reasons for incorporating or not incorporating the recommendations into the ID program. A final limitation relates to the fact that there may be some barriers to effective communication, such as individual communication incompetencies, ignoring constructive feedback given and refusing to incorporate suggestions into practices.

Resources needed. A number of resources are required for this solution, including the technology and human resources needed to design, develop and disseminate communication. ID leadership and staff may not have the ability to design and prepare communication tools such as newsletters, websites, and as such, it may be necessary to hire or access the expertise of graphic artists, website designers or other communication experts. Additional funding may also be necessary for ID staff and leaders to undertake training with regard to using and developing effective communication strategies and tools, or to access external expertise (outside the ID).

Benefits and limitations. This solution not only offers individuals the chance to work in small groups, but it also gives the opportunity to listen to opinions, take turns, and work together towards a common goal. Focusing on one-to-one communication, providing feedback and listening to what others have to say, and in particular, the incorporation of feedback communicated by ID staff and leadership, will encourage all staff to become more engaged listeners. Another benefit of this solution is that communication can convey information two-ways, which can foster creativity and innovation because it allows others to see gaps in knowledge or information that others might not be able to see (Boies, Fiset & Gill, 2015). One

of the limitations is that workplace communication channels can be limited, making it difficult to figure out what is being communicated and if the correct audience is being targeted. This makes miscommunication more likely to happen, which is addressed in the next section.

Plan, Do, Study, Act (PDSA) cycle. For this proposed solution, the first step is to plan and identify the tasks necessary to improve communication, determine how they will be carried out and by whom, the expected outcomes and how they will be measured. The next step is to implement the agreed-upon communication plans. This solution requires taking a proactive approach to improving communication in the ID. The third step is to study the various communication processes and determine whether each one is successful or unsuccessful, either eliminating or modifying unsuccessful mechanisms or building upon successful ones. The last step is to act and incorporate the successful communication strategies and improvements into everyday communication practices in the ID.

Solution Conclusions

The selected solution is based on a comparison of the three solutions discussed in the preceding pages, in conjunction with the needs of the ID. After doing so, it was apparent that a single solution would not provide the most optimal outcome for the problems identified in the ID with regard to job satisfaction, employee engagement, team effectiveness, leadership issues and workplace culture. A comparison of the solutions is outlined in the section below.

The PoP was identified as low job satisfaction leading to high employee turnover in the ID, which was found to be related to employee engagement, workplace culture, team effectiveness, the application of FIRST principles by ID leadership, trust and collaboration. All of these factors are relevant to the problem of low job satisfaction leading to high employee turnover in the ID, yet each one of the solutions are relevant to improving all facets of the PoP.

Solution one focuses on improving leadership issues within the ID by focusing on the FIRST principles, trust and collaboration amongst ID leadership and staff and facilitates the incorporation of the FIRST principles in ID leadership behaviour, as well as fostering trust-related and transparency behaviours using specific activities. Solution two uses the DiSC profiles for ID leadership and staff in the development of activities within the ID and programming for the ID, to help understand the personality traits of each staff member such as their work behaviours, and manner of dealing with conflict so that all parties know what to expect from each other. However, it does not outline who will lead the change process. Solution three focuses on improving communication between ID leadership and staff, and while this solution focuses on departmental communication and stakeholders within the ID, it may not engage other stakeholders (IOT, Employee Services, union and clients of the ID) as fully. Solutions one and two were selected for this OIP because these two solutions focus on both ID leadership and staff, and will indirectly incorporate solutions three in the implementation process.

Leadership Approach to Change Solutions

The leadership approach to change has been discussed at the start of this chapter and will employ a TSL approach. The leadership approach to implementing solutions is to combine solutions one and two, which will, out of necessity, focus on communication that is set out in solution three.

Combined solution. A combined solution is proposed, combining solution one (promote a leadership approach that aligns with the institutional FIRST ethical principles) and solution two (know and understand the work personality profiles in the ID), since the communication required to achieve solutions one and two will indirectly address the communication issues outlined in

solution three. It is clear that ID leadership is a major issue amongst ID staff relating to the low job satisfaction and high employee turnover. It is also clear that the personality profiles of ID leadership are relevant to the development and implementation of changes that will lead to improved job satisfaction, employee engagement and team effectiveness. Part of the problem with ID leadership is the failure to take into consideration the needs of individual ID staff members and their contributions to the ID, and as such, ID leadership's understanding of DiSC profiles for ID staff are also important to the process of change. Therefore, combining solutions one and two make sense because they focus on the *people* components of the ID: leadership and staff. This is in keeping with Bolman and Deal's (2003) human resources frame and the literature on TSL, job satisfaction, team effectiveness and employee engagement.

However, ID leadership cannot create a more positive workplace culture without assistance from outside resources, due to the fact that ID leadership is a major part of the problem. In particular, the personality profiles of the Associate Director and the Director are problematic, due to the fact that the Associate Director is both dominant and vindictive, while the Director is introverted and has a tendency to avoid conflict and dealing with problems (IOT, 2018b). Hence, it is apparent that outside intervention is required from the IOT and Employee Services while the ID is undergoing the leadership change process, in the form of leadership mentoring for both the ID Director and Associate Director, combined with oversight to protect ID staff whilst leadership is undergoing transition to a better state. The IOT and Employee Services will provide the necessary conditions for optimal change, such as the provision of resources, coaching and development, and expectations for change in ID leadership behaviours.

The ultimate goal of the combined solution is to build a high-performing team that is satisfied with their jobs and the workplace culture of the ID. The exercises, activities and

strategies set out in Appendix L are designed to build a high-performance team that meets these goals. Workplace culture within an organization or a specific unit is essential and plays a relevant role in whether or not the ID is a positive and healthy place to work. Based on the literature reviewed, achieving results with regard to job satisfaction, employee engagement, team effectiveness and workplace culture requires a shared direction and sense of purpose that aligns with personal needs and leadership styles in the ID (Tillot, 2013). Through the proposed, combined solution, it is possible to change employees' work satisfaction and perceptions and improve workplace culture. At the same time, the activities designed to incorporate the FIRST principles into ID leadership behaviours, as well as using the DiSC profiles to match personalities of ID staff and leadership with programs, teams and activities within the ID, will indirectly address communication needs within the ID (solution three). In order to achieve solutions one and two, the development of effective communication strategies that allow for, appreciate, value and incorporate the recommendations and feedback of staff must and will be developed through the activities and tactics planned to achieve solutions one and two. Thus, the combined solution approach will have the maximum impact without the maximum effort or resources required to achieve solution three.

The T7 Team Effectiveness Model

In applying solutions one and two to the PoP of job satisfaction and employee turnover in the ID, which relates to employee engagement, team effectiveness and workplace culture, Eichinger and Lombardo's T7 Team Effectiveness Model (1995) will be employed to maximize the effectiveness of the strategies planned. This model has been shown to be effective in the improvement of job satisfaction and team effectiveness, through the application of trust-building activities and the matching of skills and tasks. Eichinger and Lombardo (1995) state that there

are five internal and two external factors that affect team effectiveness. The internal team factors are thrust, trust, talent, teaming skills and task skills. The external team factors are team leader fit and team support from the organization. The T7 model represents the key facets that influence the performance of a team.

The internal factors are described herein. Thrust is a common goal and within the ID, the thrust is the desire to improve the workplace culture, increase job satisfaction, reduce employee turnover and to have effective teams. The next element is trust, which as previously noted, is related to individual workers having the confidence and belief that the team will protect them whilst each worker is performing their job. This is further exemplified by the belief that the team will not point fingers if something goes wrong, but instead, work together to achieve a successful outcome. Talent relates to the ability to adapt, create and innovate. Teaming skill is the ability to act as a functioning member of a team (teamwork and collaboration). Task skills relate to the ability to execute the task at hand.

The external factors relating to this model are team leader fit and team support from the organization. Team leader fit within in the ID relates to how well the individual is suited to the team they are leading and the activities they are leading the team to complete, and to what degree they satisfy the needs of the employees of the ID. Team support relates to the support received from the IOT and Employee Services. For the ID to be effective and high performing, all five internal factors must be present. Yet, no matter how complete the internal factors are, if there is no fit between ID leadership in the ID (Director and Associate Director), and if the IOT support is lacking, the team's effectiveness will be hampered (De Meuse, Tang, & Dai, 2009). Team support and team leader fit support and contribute to the: development of trust; teamwork and collaboration; activities or tasks within the ID and the thrust of those activities; and finally, the

talent and personalities of ID staff. The relationship between external factors and internal factors is shown in Appendix M.

In conclusion, solutions one and two were chosen for the implementation phase of this OIP because these solutions focus on the primary tasks of caring, understanding, and investing in people, as suggested in Bolman and Deal's (2003) human resource frame. Combining these solutions also fits well with a TSL approach to change as well as the human resources frame. Focusing on the needs of the ID staff will promote those features most likely to improve team effectiveness, such as communication, trust-building, transparency, fairness, and respect, while incorporating the IOT's FIRST principles and using personality profiles to direct change will indirectly address communication factors from solution three.

Leadership Ethics and Organizational Change

This section outlines the Code of Ethics and ethical principles on which the IOT and the ID operate. The leadership ethics relevant to this OIP are the FIRST principles, the Code of Ethics of the IOT, and the IOT's underlying philosophy of respecting and serving each other. The manner in which the Code of Ethics and ethical principles relate to organizational change in the ID is discussed in the following sections, with a focus on ID leadership and staff.

FIRST Principles. As outlined in Chapter One, the FIRST principles are fairness, integrity, respect, safety, and transparency. Efficient and effective leaders must have beliefs and core values that they adhere to when facing a dilemma, and adherence to the FIRST principles is a good framework for dealing with staff under such conditions. Fairness is related to staff at the IOT being treated fairly and equitably, and integrity refers to the IOT and its employees acting with honesty, integrity, and due diligence, where the institution and its staff honour commitments and is accountable for actions taken. The IOT expects everyone at the institute to uphold the

dignity and human rights of people and provide a safe environment where people can speak freely. Transparency relates to how the IOT and its departments are expected to conduct its work, communicating truthfully and openly. The IOT expects information to be disclosed in a timely way, respecting confidentiality and privacy, and engages in transparent budgeting, accounting and financial reporting.

Code of Ethics of the IOT. The IOT's Code of Ethics sets out clear expectations of behavior for all IOT employees to ensure a safe, respectful, engaging and positive work environment (IOT, 2019b). The Code of Ethics ensures that there is a clear understanding and application of the IOT's policies and procedures, and that judgements and behaviors of staff employed by the IOT are ethical and in line with institutional policies and procedures (IOT, 2019g). The IOT believes in excellence as modelled by honest and ethical dealings in relationships with students, employees and partners, the provision of equal employment opportunities and fair competition (IOT, 2019b). The Code of Ethics relies upon the FIRST principles that guide them (IOT, 2019g).

The ID states that it is committed to the Code of Ethics and FIRST ethical principles of the IOT. The organization expects that a commitment to the Code of Ethics and FIRST principles will produce a positive workplace culture that reflects each value and will take the IOT and its departments into the future with continued success. Ciulla et al. (2018) state that there is a strong connection between leadership and ethics. ID leadership needs to pay close attention to the Code of Ethics and FIRST principles since each leader has the potential to significantly benefit or harm the well-being of staff in the department. Furthermore, by adhering to the Code of Ethics and FIRST principles, ID leadership models behaviours that ID staff are expected to both follow and uphold for the benefit of their coworkers, ID clients, other staff at

the IOT and the community as a whole (including other stakeholders). The IOT expects each department within the institute, including the ID, to adhere to these principles in all dealings with staff, students, clients, and stakeholders. ID leadership's failure to adhere to the FIRST principles is a major, ethical dilemma for the IOT and a direct contravention of their regulations, ethical expectations, values and beliefs. Therefore, the IOT has a considerable stake in seeing changes to the ID to bring ID leadership in alignment with the FIRST ethical principles.

Respecting and serving others, regardless of differences, is a critical leadership factor. The IOT believes that treating others with dignity, empathy, and compassion is important and necessary. In respectful workplaces, staff are more engaged and satisfied (Ng, 2016). If staff or managers feel disrespected, there is more conflict and possibilities for misunderstanding. I have learned through professional practice that individuals treated with respect by leaders and other colleagues feel less stressed and are more apt to apply themselves diligently to their work.

Leadership Ethics and Organizational Change

There are expected challenges with leadership and organizational change. Hence, it is essential to consider ethical challenges that may arise within the organization while implementing this OIP. This section outlines the ethical challenges anticipated as a result of this OIP being implemented in the ID.

Honesty and valuing staff members. The IOT's Code of Ethics requires dealing with each activity and persons with honesty and valuing all members in the organization (IOT, 2019b). At the same time, this OIP approaches the change process from a human resources perspective that focuses on the value of each person. The value of dealing with individuals in an honest manner presents ethical challenges when dealing with major leadership issues respecting individuals who may not be suited to do their jobs, particularly if the goal is to keep those

individuals employed in the ID. According to Schilling (2009) conflict is natural and inevitable, and while striving to serve as an ethical leader, individuals are bound to experience internal conflict regarding their own self-evaluative process, as well as external conflicts relating to the circumstances of any ethical dilemma. It is evident that there are leadership issues with the ID Director and Associate Director, and there is a possibility that they may not be suited to perform their jobs or adapt for the necessary changes to occur. If problems with ID leadership cannot be resolved to the satisfaction of Employee Services, IOT leadership will be involved in decisions regarding permanent changes at that time. As a change agent of this OIP, it is crucial to employ an ethical approach that considers the needs of the many versus the needs of the few.

When faced with the ethical dilemma of leaders not being suited to their leadership positions, or alternatively, failing to abide by the FIRST principles, there will be a need to act with compassion towards these individuals. It will be relevant to consider the desired outcomes for the ID and the leader in question (continued employment, termination, transfer within the IOT), the steps and processes that will lead to those outcomes (leadership training, retraining, sanctions, termination/transfer), and the positive and negative consequences of the decisions (for the ID, the IOT and the individual). It is also relevant to consider the decisions taken and outcomes with regard to others who may be impacted by the decision. For example, what would be the impact of replacing the Associate Director on ID performance and job satisfaction amongst ID staff? If transfer to another IOT department were to occur, would those departmental staff be faced with the same problems that the ID is currently experiencing. By considering all of the possible solutions and outcomes relative to the ID, the IOT, the individual and ID staff, an ethical change agent will be better positioned to respond to and confidently address conflicts as they arise (Simpson, French & Harvey, 2002).

Transparency. The FIRST principles also involve the issue of transparency, yet during a time of change, there may be some aspects of change that require privacy and discretion and which do not lend themselves easily to the expectation of transparency, such as concerns relating to performance of a specific individual. The Code of Ethics requires that people adhere to these principles, so trust and transparency are major components of the ethical responsibilities of the IOT and the ID. Whilst implementing this OIP, dealing with ID leadership issues will be complex and complicated, and it will be difficult to communicate transparently and openly about the conversations that have to happen with ID leadership, as there are privacy concerns involved. ID staff needs to know that these conversations have happened, and yet, it is going to make it difficult for the ID Director and Associate Director to function knowing they have been singled out as problems within the ID. By virtue of the role change and notifying ID staff that a change in the roles and responsibilities of the ID Director and Associate Director will occur, transparency will be achieved to some degree.

However, no matter how much either the Director or Associate Director desire privacy, it will be evident to ID staff that ID leadership has been targeted for change by the OIP, the IOT and Employee Services. The fact that a role change happens will be enough to generate the perception amongst all ID staff (leadership included), that ID leadership has failed to perform adequately, appropriately or in accordance with their designated roles and responsibilities. The role reversal that occurs will indirectly tell the ID Director and Associate Director that they have performed poorly. By forcing the Associate Director to assume the designated, but subordinate role, virtually everyone in the ID will be indirectly notified that the Associate Director has mismanaged the ID. The reassignment of the Associate Director to the designated role will be perceived as a de facto demotion, even though in reality, it is not. Even if IOT leadership and

Employee Services communicates with ID staff and frames this role change as a re-alignment of ID leadership with no basis in performance, it is still likely to be perceived as a result of the performance, behaviours and attitudes of the Director and Associate Director.

Due to the fact that ID staff cannot be apprised of all the reasons for the decision to bring ID leadership into alignment with their designated roles, the lack of disclosure may be perceived as a lack of transparency on the part of leadership. According to Kendall (2017), the trust employees have in senior leaders is highly correlated with their engagement. Thus, the manner in which the IOT, Employee Services and ID leadership conveys information regarding the change in ID leadership roles is particularly critical. In order to ensure staff confidence and engagement in the decision to realign ID leadership, a certain amount of communication with ID staff regarding the changes will be necessary.

Employee Services is most suited to the role of advising ID staff in regard to the changes that must occur in regard to ID leadership, the expected outcomes of those changes, and how it impacts upon ID staff. At the same time, it is relevant to consider how ID leadership will themselves impart information to ID staff with regard to the changes. Given that there may be some anger and resentment on the part of ID leadership, particularly from the Associate Director, it is important to provide guidance and counselling to both leaders with regard to interacting with ID staff during and after the role reversal. The Employee Services department is also the appropriate and optimal resource for providing guidance and direction to ID leadership in regards to how to interact with ID staff regarding changes in ID leadership roles, before, during, and after the role changes occur. If necessary, Employee Services can provide initial and subsequent ethical leadership training for ID leaders, as well as sensitivity sessions for ID staff to assist them in their interactions with ID leadership as the changes occur. It is important that

leaders within the IOT, Employee Services and the ID are open and truthful with ID staff about the changes occurring in leadership, why they need to occur, and how this is expected to impact ID staff. It should be made clear to ID staff that they can approach leaders both within the ID and external to the ID if they have any questions or concerns relating to the change in ID leadership.

Anger, resentment and repercussions in the ID. ID staff report to the ID Director and Associate Director, but in order to effect changes, the employees' union is expected to play a significant role in ensuring ID staff are protected when or if ID leadership does not adhere to the FIRST principles. During a time of transition, there may be changes that do not appeal to all ID staff, thereby creating personal problems for specific ID staff members. For example, not all ID staff may agree with the decision to reorient the ID Director and Associate Director roles, the decision to appoint team leaders, and so forth. The role reversal that needs to occur with the ID Director and Associate Director is expected to lead to problems and conflict, either on the part of ID leadership, or ID staff opposed to the plan. Therefore, decisions made during the transition period will be managed in collaboration with the IOT, Employee Services, and the union, in order to minimize the risk of conflict, anger or repercussions amongst ID leadership and staff. Staff or leaders experiencing conflict, stress or upset as a result of the changes being made, will be provided with supportive counselling services through the IOT and Employee Services. Conflict situations will be managed directly by Employee Services.

In this section, leadership ethics and organizational change were discussed, including the expected ethical challenges and how such challenges will be addressed. Honesty, valuing staff members, a focus on the application and adherence to FIRST principles, transparency, and communication will be utilized in order to minimize anger, resentment and repercussions

amongst ID leadership and staff. Coordinated efforts between ID leadership and staff, IOT leadership, Employee Services, and if necessary, the employees' union, will be facilitated to ensure that the necessary adaptations occur within the ID to reach the desired future state.

Chapter Two Summary

Chapter Two outlined the planning and development phase for this OIP. The framework for approaching change was discussed using a human resources frame and employed a TSL leader approach. A combined model for change that merged the Change Path Model (Cawsey et al., 2016) and the Change Management Process Model (Beckhard & Harris, 1987) was proposed as the model for organizational analysis. The Congruence Model (Nadler & Tushman, 1980) was used for the gap analysis component required by the Change Management Process Model. The critical organizational analysis identified areas that require change and contributed to the development of three solutions for this OIP. An in-depth analysis of the three solutions led to a combined approach using two complementary solutions: solution one focused on developing ID leadership and incorporating the IOT's FIRST ethical principles; solution two focused on using DiSC Personality Assessment Profiles to match ID leadership and staff with tasks, roles, and responsibilities that best match their capabilities and talents. The combined approach indirectly overlaps with the third solution, which focused on the need for improving communication and communication strategies within the ID. Leadership approaches to organizational change, including the management of ethical considerations and challenges relating to the implementation of the OIP were discussed.

Chapter Three: Implementation, Evaluation, and Communication

This chapter connects a detailed strategy for change relating to the problem of practice (PoP) identified within the International Department (ID) of the Institute of Technology (IOT) in Chapter One, and the organizational analysis undertaken in Chapter Two. In Chapter One, the PoP was identified as low job satisfaction, impacted by problems with ID leadership, poor employee engagement, team ineffectiveness and a negative workplace culture. In Chapter Two, models for change were identified and a critical organizational analysis was undertaken to identify *where*, *what*, and *how* interventions for change should be applied. Chapter Three addresses the strategies for change and presents the following: a change implementation plan; a change process evaluation and monitoring plan; a plan to communicate the need for change and a change process; and finally, next steps and future considerations.

Change Implementation Plan

This section outlines the change implementation plan and connects it to the organizational analysis and solutions set out in Chapter Two. Stakeholder reactions, personnel required to implement and address the identified solutions, additional supports and resources needed to implement the plan, and finally, potential implementation issues, are presented and discussed so the change plan can be implemented in the ID. The change plan is based upon a goal of effecting changes across a 12-month period.

Connecting the implementation plan to the organizational analysis. The organizational analysis identified issues with job satisfaction, employee engagement, team effectiveness, ID workplace culture, and the failure of ID leadership to adhere to FIRST principles. The implementation plan is based upon the need to facilitate improved job satisfaction by focusing on leadership development and the incorporation of FIRST principles

into ID leadership activities, thereby increasing employee engagement and team effectiveness, and fostering of a more positive workplace culture in the ID. In addition, the implementation plan focuses on the use of DiSC profiles in the development of formal and informal leaders within the ID, as a means to improve team effectiveness and employee engagement, and as a mechanism for planning and development of ID activities.

Managing stakeholder reactions. A challenge leaders may face during change is stakeholder (ID leadership and staff, union) resistance (Shimoni, 2017). Understanding stakeholder reactions is necessary for those individuals involved in the change process so they can prepare for and cope with individual or team concerns. It is important to regard all concerns as valid and address these in a timely and transparent manner, which shows respect for employees when they express concerns (Warn, 1995). While it is not necessary to persuade stakeholders to agree with the decisions made, it is necessary to include stakeholders in the change process to give them a meaningful sense of control, in order to achieve the envisioned future state. Scharmer and Kaufer (2013) state that listening to stakeholders allows employees such as those in the ID to connect with both stakeholders and each other. Furthermore, building and maintaining dialogue with stakeholders is a valuable leadership skill that can help in overcoming stakeholder resistance (Scharmer & Kaufer; 2013). Leaders will have to listen and address issues in a timely and transparent manner, to allow stakeholders to believe that their opinions and concerns are respected and valued.

Connecting the implementation plan to possible solutions. An implementation plan identifies key activities that will be incorporated into the ID across a 12-month period. This implementation plan connects with a plan to communicate the need for change and the change process. In keeping with the human resources frame proposed by Bolman and Deal (2003), the

implementation plan places importance on the integration of human needs and organizational requirements. Increasing job satisfaction in the ID starts with knowing what is expected of each ID leader and staff member with regard to the work that each performs. Clear goals, reviewed annually and regularly will keep the ID focused on the vision for change. Goal development is done by creating SMART (specific, measurable, attainable, relevant, and timebound) goals (Doran, 1981). On the basis of the critical organizational analysis and gap analysis, a single solution would not provide a complete answer to the complex PoP within the ID. Hence, a combined solution to change is proposed, merging solutions one and two, and indirectly addressing solution three. The activities proposed for each solution play a relevant role in whether or not the ID is a positive place to work. The implementation plan is outlined below.

Solution one: Promote a leadership approach that aligns with the IOT's FIRST principles. Based on the critical organizational analysis completed in Chapter Two, the primary problem for ID staff is related to ID leadership, specifically the failure to adhere to FIRST principles, lack of collaboration with staff, poor employee engagement, distrust and failure to communicate and behave fairly, respectfully, and transparently. Solution one promotes and encourages ID leaders and staff to undertake continuous training based on the IOT FIRST (fairness, integrity, respect, safety, and transparency) ethical principles, and then incorporate the FIRST principles into their day-to-day leadership and work activities within the ID.

Solution two: Promote knowledge, understanding and incorporation of DiSC personality profiles in the ID. Based on the critical organizational analysis completed in Chapter Two, there is failure within the ID to consider the unique work characteristics and personality traits of ID leadership and staff in planning ID activities and interacting with ID staff. This solution focuses on determining the leadership and work profiles of ID leadership and staff

using the DiSC Personality Assessment and then incorporating these profiles into leadership and staff activities within the ID. Specifically, the DiSC personality profiles can be used to determine formal and informal leaders within the ID and in the development of activities, such as workshops and training sessions, to facilitate effective leadership within the ID and to design activities, programs, and staff feedback which considers each person's DiSC personality profiles.

Solution three: Promote upward and downward communication in the ID. ID leaders must create alignment within the ID by focusing on communication. This solution includes the development of a Network Improvement Community (NIC) within the department, which will allow ID leadership and staff to engage with each other, provide feedback, ideas and solutions to help each other develop a highly functioning, integrated and engaged department through regular communication and collaboration (Creech, 2013). According to LeMahieu, Grunow, Baker, Nordstrum and Gomez (2017), an NIC approach is aimed at continuously improving the quality of practices, processes, and outcomes in targeted problem areas in education systems.

Tables 1, 2 and 3 below summarize the proposed implementation plan for the three solutions identified. These tables include the priorities, change activities, accountable personnel and the proposed timeline to achieve the identified priorities for each solution.

Priorities for change. Activities set out in the implementation plan have priorities to address objectives while keeping broader goals in mind. In order to determine the priorities, it is necessary to have an understanding of what the implementation plan is trying to accomplish. The W.K. Kellogg Foundation Logic Model (2004) is used to articulate how the implementation plan is intended to work, and connects key activities to expected outputs (short, medium and long-term).

Table 1

Implementation Outline for Solution One

Solution One: Promote a leadership approach that aligns with the IOT's FIRST principles				
Task Number	Priorities	Change Activities	Personnel Accountable	Timeline
1	Develop leadership competencies that align with FIRST principles. Expected outcomes: <ul style="list-style-type: none"> • Innovation; change • ID leadership adoption of FIRST principles • Positive workplace culture • Increased job satisfaction, team effectiveness, employee engagement 	Work and meet with Employee Services to: <ul style="list-style-type: none"> • Obtain clarification of expectations; guidance for training • Engage in timely and transparent communication with ID leadership 	<ul style="list-style-type: none"> • Employee Services • IOT leadership • ID leadership • Informal change agents (including myself) 	Year 1 January – April 2020
2	Build ID leadership competencies through leadership development programs. Expected outcomes: <ul style="list-style-type: none"> • New skills, attitudes and competencies • Positive workplace culture 	Bi-monthly workshops aimed at: <ul style="list-style-type: none"> • Defining ID's leadership needs • Development and training • Reinforcement and monitoring of incorporation of FIRST principles 	<ul style="list-style-type: none"> • Employee Services • IOT leadership • ID leadership 	Year 1 January – April 2020
3	Build targeted support for leaders based on DiSC profiles. Expected outcomes: <ul style="list-style-type: none"> • New leadership skills for each ID leader • Increased employee engagement and team effectiveness • Positive workplace culture 	Work with ID leaders on an individual basis for specific courses, workshops and training. Employee Services to work with ID leaders to: <ul style="list-style-type: none"> • Lead by example • Admit errors • Trust ID staff • Collaborate with ID staff 	<ul style="list-style-type: none"> • Employee Services • IOT leadership • ID leadership 	Year 1 May – December 2020 Repeat in Year 2

Table 2

Implementation Plan for Solution Two

Solution Two: Promote knowledge and incorporation of ID DiSC personality profiles				
Task Number	Priorities	Change Activities	Personnel Accountable	Timeline
1	Understand and know DiSC work traits' personalities for ID leadership and staff. Expected outcome: <ul style="list-style-type: none"> • Use of DiSC profiles to facilitate staff-work matching • Improved team effectiveness, employee engagement, job satisfaction 	DiSC Workshops to focus on: <ul style="list-style-type: none"> • Team effectiveness and team building (monthly) • Employee engagement • Job satisfaction • Work-staff matching 	Employee Services ID Director ID Associate Director ID change agents	Year 1 January – April 2020
2	Invest in ID staff development and success based on DiSC profiles. Expected outcome: <ul style="list-style-type: none"> • Better understanding and appreciation of ID staff • Improved employee engagement, team effectiveness, job satisfaction 	Quarterly meetings to focus on progress/goals; provide updates to ID staff based on DiSC profiles. Bimonthly engagement and satisfaction workshops focused on meeting staff needs	Employee Services ID leadership ID change agents	Year 1 January – April 2020
3	Develop a rewards and recognition strategy in the ID based on DiSC profiles (budget may be required). Expected outcome: <ul style="list-style-type: none"> • Change in ID leadership attitudes re: rewarding ID staff • Improved employee engagement, job satisfaction, team effectiveness 	Foster a recognition culture focusing on informal feedback meetings and professional development (PD) sessions.	Employee Services ID leadership ID change agents	Year 1 May – December 2020

Table 2 (continued).

Task Number	Priorities	Change Activities	Personnel Accountable	Timeline
4	<p>Create culture of connection based on DiSC profiles to increase collaboration in the ID. Expected outcome:</p> <ul style="list-style-type: none"> • Improved understanding/appreciation of people • Improved team effectiveness, employee engagement, job satisfaction • Positive workplace culture 	Bimonthly Team Building events to build new relationships or amend old ones (bi-monthly). Encourage staff to socialize outside of the ID (monthly) through staff get-togethers, and so forth. (budget may be required)	Employee Services ID leadership ID change agents	Year 1 May – December 2020
	<p>Develop and implement a strategy to match staff to work tasks based on DiSC profiles. Expected Outcome:</p> <ul style="list-style-type: none"> • Best person matched to most suitable job • Increased team effectiveness, employee engagement, job satisfaction 	Constantly clarify roles and expectations in the ID. Understand ID leadership and staff DiSC profiles.	Employee Services ID leadership ID change agents (including myself)	Year 1 May – December 2020 Repeat in Year 2

Table 3

Implementation Plan for Solution Three

Solution Three: Promote two-way communication between staff and leadership				
Task Number	Priorities	Change Activities	Personnel Accountable	Timeline
1	Develop communication approach that aligns with the FIRST principles. Expected outcomes: <ul style="list-style-type: none"> New knowledge and communication skills based on FIRST principles. 	Monthly communication workshops. Create Network Improvement Community (NIC). Monthly NIC meetings.	ID Director ID Associate Director ID change agents	Year 1 January – April 2020
2	Regular communication with ID employees on engagement and staff satisfaction. Expected outcomes: <ul style="list-style-type: none"> Increased SES satisfaction scores 	Monthly team engagement sessions. One-to-one meetings with ID staff and leadership.	Employee Services ID Director ID Associate Director ID change agents	Year 1 January – April 2020
3	Create communication connection opportunities for ID staff and leadership. Expected outcomes: <ul style="list-style-type: none"> Increased ID leadership visibility, trust and transparency Improve communication skills 	Monthly visioning workshops - <i>Why, How, What</i> activities. Continual development of regular and effective communication processes.	ID Director ID Associate Director ID change agents	Year 1 May – December 2020 Repeat in Year 2

Figure 4 shows the relationships between resources used in the implementation plan (inputs), activities to be carried out (outputs), and the expected outcomes of increased job satisfaction, improved employee engagement, increased team effectiveness, improved workplace culture, and finally, incorporation of FIRST principles by ID leadership.

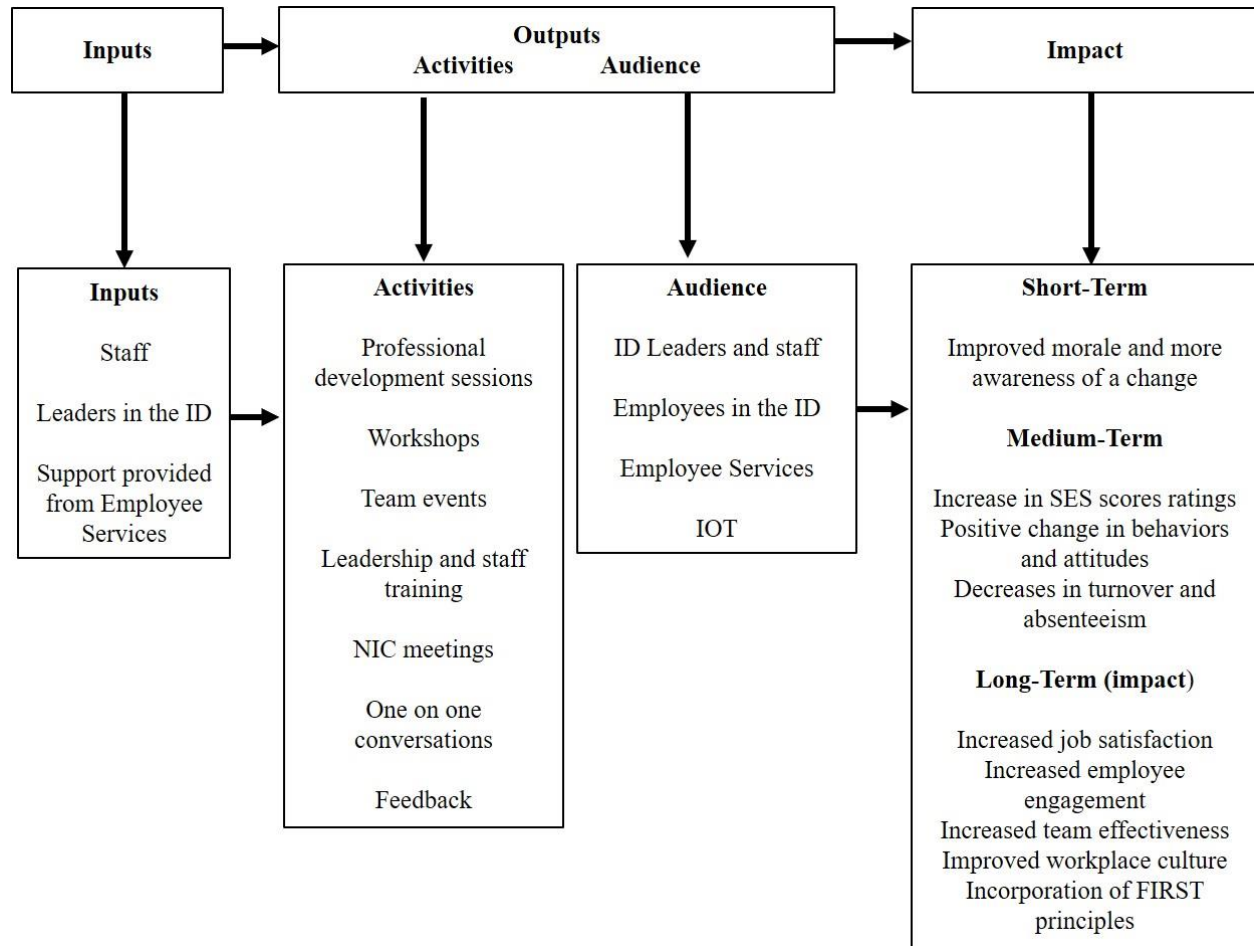


Figure 4. Logic Model for the ID

The Logic Model can be viewed as a series of factors (inputs, activities, participants/audience, and outputs) that connect the different components of this implementation plan (W. K. Kellogg Foundation, 2004). The resources (inputs) and change agents (formal and informal leaders, including myself) within the ID will carry out activities to create change in the participants (satisfaction, engagement and team effectiveness) and the workplace environment

(culture). It is expected that by the end of the first OIP cycle (a 12-month period), job satisfaction levels, employee engagement, team effectiveness, workplace culture, and incorporation of FIRST principles in the ID will be improved (outcomes) based on the notion that leaders will implement the change plan and will achieve proposed goals/outcomes to create the desired future state of improved job satisfaction and workplace culture, with incorporation of FIRST principles by ID leadership.

Empowerment of personnel. Empowerment of personnel is important so that ID staff engage each other, and to facilitate individual and cultural changes that will achieve the envisioned future state (Hassan, Mahsud, Yukl & Prussia, 2013). ID leadership and staff are valuable resources that can be used to address the PoP, since they are already present within the ID and invested in the need for change. By empowering ID staff involved in the change process it is expected that they will contribute ideas, solutions, and feedback and communicate on a day-to-day basis. Such communication will foster and reinforce the perception that staff opinions are valued as a necessary part of the change process (Harrison & Mühlberg, 2014). Communication throughout the transition will also increase individual engagement by facilitating dialogue between ID leadership and staff, ensuring that as many employees as possible are involved in the change process, empowering those who contribute in the process. The NIC used in this plan will address issues in the ID. A NIC with stakeholders is important for addressing problems, communicating the change vision and keeping abreast of transitions occurring within the ID over time. The NIC will use various strategies to connect ID leadership and staff, such as internal websites and staff communication portals, to encourage ID leadership and staff to engage with one another, contribute ideas and feedback, and share creative ideas (Ma et al., 2017).

Other resources and supports. Additional personnel of value in this process are IOT staff, staff in the Employee Services department, and the employees' union, since each one of these groups have substantial interest in the improvement of job satisfaction, employee engagement, team effectiveness and workplace culture within the ID. Support from the IOT and Employee Services will also be required in the form of human resources, funding, training and development. Specific funds from the ID budget may have to be allocated towards achieving the training, development and communication goals set out in the implementation plan. Direct support from the Employee Services department will be the primary resource for the ID throughout this process. Both the ID and Employee Services have a role in engaging employees, designing employee satisfaction initiatives, and monitoring and measuring satisfaction in the changing workplace environment. The employees' union can provide supportive resources, such as employee advocacy and additional funding for the professional development of staff to achieve the desired state, while at the same time, acting as a liaison between ID staff and ID leadership, IOT and Employee Services. Additional resources in the form of technology (computer hardware and software, audiovisual equipment, applications, translation tools, smartboards, tablets) are required to achieve the desired outcomes. Technologies allow formal and informal ID change agents and the Employee Services department to maintain contact with key personnel. Technologies that support the implementation of this plan are social media (applications that connect ID leadership, staff, IOT and Employee Services), organizational blogs (internal website), video conferencing, and emailed weekly newsletters. Funding may be required in order to optimize technology supports for the implementation plan.

Implementation challenges. Several implementation issues or challenges could arise as this implementation is carried out (Butcher, 2011). With respect to the ID, the challenges

expected include: scheduling and personality issues relating to ID leadership and staff; animosity and existing anger, resentment among ID staff; maintaining improvements in job satisfaction and workplace culture after the desired future state has been reached; and measurement of the extent, effectiveness, and utility of communication media by ID leadership and staff.

The first challenge will be timing and personality issues with regard to convincing ID leadership and staff of the vision behind the change process and obtaining investment in the process by everyone in the ID, particularly given the current state of dissatisfaction within the ID. The current staff animosity, anger, apathy, and inertia amongst ID staff towards the ID will determine the pace of scheduling of the change process, as noted by Feig (2006). There is a perception that no matter what ID staff say or do, no action will be taken with respect to the problems within the ID. Therefore, it will be necessary to handle conveying the change process in a way that acknowledges and takes into consideration the current beliefs of ID staff, for which Employee Services may be required. As a result of these attitudes and beliefs, coffee meet-ups between ID leadership and staff would be a good way to help staff connect with ID leadership on an informal basis to start fostering a belief amongst ID staff that efforts are being made to change the situation. There are also expected to be problems with ID leadership in terms of the role reversal which must occur between the ID Director and Associate Director and acknowledgement of their failure to adhere to FIRST principles of fairness, integrity, respect, safety and transparency. In particular, the dominant personality of the Associate Director may cause problems in terms of this leader's ability to communicate and integrate with ID staff. Personality issues may be further aggravated by any conflict or anger arising on the part of the Associate Director as a result of the change process, which may heighten difficulties with ID staff. The personality issues relating to ID leadership may be problematic with respect to

developing improved relationships with ID staff. Hence, scheduling, personality issues, employee commitment to change and staff apathy/inertia are all expected to be challenges that must be overcome in order to successfully implement the proposed change process within the ID.

The current animosity and anger amongst ID staff could be managed by a series of one-to-one conversations with individual staff members and Employee Services, with the goal of fostering the perception that focused action is being taken with respect to ID leadership. Team-building activities, such as a weekend retreat with ID leadership and staff may also facilitate improved relationships between leaders and staff, and motivate staff to contribute to a greater degree. Getting to know each other may help both leaders and staff appreciate each other's perspectives and promote kindness between all parties. In addition to one-to-one meetings, meetups, retreats, and other team-building exercises and activities, separate meetings can be held with ID staff, Employee Services, the IOT and the union (absent of ID leadership), to convey plans for the change process and seek feedback and investment by ID staff with respect to the change process. Later on, once implementation strategies have begun, ID leadership could be brought into meetings with ID staff, to facilitate collaboration between ID leadership and ID staff. It will be necessary for intervention with respect to ID leadership, including role reversal/realignment and leadership development, to have occurred in order for ID staff to be convinced that changes are occurring, before staff will be willing to participate freely in joint meetings with ID leadership. It may be necessary to hire experts to come into the ID to help address some of the issues between ID leadership and staff.

The second challenge will focus on maintaining a positive workplace culture and job satisfaction once the desired future state has been established. If there is no change in the individuals who fill the roles of ID leadership, it is possible that either the ID Director or

Associate Director will revert back to their former styles of management (as identified by the DiSC). Similarly, ID staff may also revert to old patterns of dealing with communication and leadership. Therefore, it will be necessary to implement strategies and processes which minimize the risk of either ID leadership and/or ID staff regressing to old habits. This can be done by regular monthly and biweekly meetings with team-building activities to encourage employee engagement, optimize team effectiveness and continually focus on staff and work needs (including matching of specific staff members with work tasks). Ongoing professional development (PD) workshops emphasizing the incorporation and importance of FIRST principles and the use of DiSC profiles in ID planning and development activities will maximize employee engagement and team effectiveness, and continue to promote a positive workplace culture and job satisfaction.

The third challenge will focus on measuring whether the collaborative methods of communication and work are being utilized effectively by members of the ID, and to what degree they are impacting team effectiveness. While the change plan will maximize the use of communication strategies and technology, this does not necessarily mean that all staff will use all methods, nor that they will use these methods to optimal levels. The goal is to ensure that all ID team members are utilizing the various communication strategies in a manner that optimizes team effectiveness and maximizes employee engagement.

Building momentum for the change. Leaders should demonstrate innovation and change by supporting and encouraging new ideas (Cushman & King, 1995). Leaders also need to create an environment for a successful transition in the face of change. It is essential for this plan to manage the transition and to build momentum to encourage participation by all staff in the attainment of the short-, medium-, and long-term goals. Goals should be communicated when

creating awareness of the change process amongst ID leadership and staff. Conveying goals and plans for the change process can be achieved through communication with ID leadership and staff using a variety of media, including the IOT's main public website, internal IOT and ID websites, weekly newsletters, social media, and other internal publications, monthly town hall meetings within the ID, emails, and face to face meetings between ID leadership and staff.

Limitations of implementation plan. There are several limitations with this change implementation plan. The first limitation is the inability to control whether the staff chooses to participate or not. When confronted with a change program, employees may opt to leave instead of helping move the ID forward or they may simply choose not to engage based on the lack of action taken with respect to the problems identified in the past. A second limitation relates to the realignment of leadership roles. Leadership is a learning process, but it may not be possible for the ID Director and Associate Director to revert to their designated roles, given the pre-existing dynamics between them. Thirdly, it may not be possible to rectify the damage already done by the Director and/or Associate Director in terms of how current ID staff views leadership or their willingness to work with current leadership personnel. Ultimately, it may be necessary to replace either the ID Director and/or the Associate Director in favor of leadership personnel who have no history with ID staff. Personalities of ID leadership may also present a limitation to change. While the Director and Associate Director can undergo leadership development training, they may not be able to put that knowledge into practice, and thus, revert to past behaviours. The final limitation connects to personality limitations in that the Associate Director has a vindictive and aggressive personality. Hence, any change to her perceived right to lead the ID may result in conflict that can only be managed by termination of employment. In conclusion, the ID Director and Associate Director present significant limitations to the proposed

change implementation plan, based on past behaviours of leadership, attitudes of ID staff towards ID leadership, and finally, personality characteristics of ID leadership, which may not adapt to the changes necessary.

Change Process Evaluation and Monitoring

Evaluation and monitoring are different yet complementary. Monitoring is a useful tool to gauge progress, and evaluation is employed at the end of an activity to assess the amount and value of change (efficiency, effectiveness, impact, and so forth.). Evaluation and monitoring are both important for decision-making (Markiewicz, 2014). Firstly, measuring and monitoring job satisfaction is critical for determining OIP outcomes with respect to the PoP, and it demonstrates to ID staff that IOT and ID leadership care about whether job satisfaction is improving for ID staff. Secondly, knowing/understanding employee job satisfaction provides a framework for formal and informal leaders and staff to improve overall satisfaction, employee engagement, team effectiveness and workplace culture within the ID. In this section, tools to evaluate progress, change, and outcomes at the departmental and individual levels are proposed and discussed. Bennett's (1975) Hierarchy Evaluation Model is used for evaluation. Involving leadership and staff in both the change process and evaluation is important to achieving optimal results (Rodríguez-Campos & Rincones-Gómez, 2013).

Connecting to the Plan-Do-Study-Act (PDSA) cycle. According to Cleary (2015) the PDSA cycle acts as a useful tool to test and gauge a change that is being implemented while Bennett's Hierarchy Evaluation Model (1975) is a tool for planning and evaluating programs. Using these two models, leaders and change agents can undertake a prescribed thinking process (PDSA), after which outcomes can be evaluated, improved upon and retested using Bennett's Hierarchy of Evaluation.

Evaluation using Bennett's Hierarchy of Evidence Model. Evaluation and monitoring are two distinct but complementary processes that mutually reinforce each other. Bennett's (1975) Hierarchy of Evidence Model outlines seven sequential steps in the evaluation process to support the assessment of planning and outcomes. Bennett's (1975) model helps determine successes and failures associated with a specific change plan. The seven steps proposed by Bennett (1975) with regard to the PoP are outlined in Appendix N. According to Radhakrishna and Bowen (2010), Bennett's model continues to be a frequently used evaluation tool in adult educational and academic institutions.

Key performance indicators. Ultimately, changes in job satisfaction and employee engagement will be determined by comparing SES scores from 2018 to SES scores on job satisfaction and employee engagement in 2020. Since the SES measures these factors directly, there is no need to develop additional measurement tools for job satisfaction or employee engagement. Some examples of key performance indicators (KPIs) that gauge job satisfaction include individual and group SES scores on job satisfaction and employee engagement factors, as well as employee absenteeism and staff turnover rates. Additional factors and KPIs) to be evaluated are as follows:

- 1) Satisfaction with team effectiveness and team productivity. This will be evaluated by assessing ID leadership and staff satisfaction with team performance. Additional factors such as number of teams operating within the ID, number and type of services provided by each team and total number of clients/stakeholders served by each team will be analyzed. There is no specific SES question addressing team effectiveness and hence, a specific survey will need to be developed to measure ID leadership and staff satisfaction regarding team effectiveness.

- 2) Satisfaction with workplace culture. There is no specific SES question addressing satisfaction with workplace culture, and hence, a specific survey will be developed to measure changes in satisfaction with ID workplace culture amongst ID staff and leadership.
- 3) Satisfaction with ID leadership. Presently, no survey exists in regard to satisfaction with ID leadership. Thus, an anonymous method for measurement of ID staff satisfaction with ID leadership will need to be developed. Staff perceptions regarding the application and adherence to the FIRST principles by ID leadership and staff will be evaluated. A questionnaire will be developed that allows ID leadership and staff to provide anonymous feedback regarding satisfaction with ID leadership and the application and incorporation of FIRST principles by ID leadership. Such a questionnaire may be available from Employee Services and could be available for ID staff to complete via the NIC system developed as part of the change initiative, or incorporated into any one or more of the communication strategies developed as part of the change process. To ensure feedback is obtained from ID staff, the focus will need to be on anonymity and the ability to prove to ID staff that feedback is anonymous. Additional evaluation can be implemented through anecdotal evidence, stories and events relayed by ID staff throughout the change process.
- 4) Absenteeism. Absenteeism has been correlated with job satisfaction (Schaumberg & Flynn, 2017). Therefore, levels of ID staff absenteeism are considered to be reflective of satisfaction with workplace factors. An examination of current absenteeism in the ID will be undertaken and absenteeism levels will be compared to current levels to determine if any reduction has occurred.

- 5) ID staff turnover. A major goal of this OIP is the reduction of ID staff turnover. As such, comparing the level of ID staff turnover at the end of the change plan versus the 61.5% turnover rate demonstrated by the ID over 2017-2018 is an indicator of staff satisfaction, satisfaction with employee engagement, team effectiveness, workplace culture, and staff satisfaction with leadership.
- 6) Participation in workshops, ID teams and activities/processes within the ID. Since employee engagement is demonstrated by the level of participation in workplace activities required of the job, the level of ID staff participation within the ID is considered indicative of employee engagement (Benn, Teo & Martin, 2015). Therefore, increased participation in workshops, ID teams, activities and processes within the ID is considered indicative of increased employee engagement levels and improved job satisfaction.
- 7) Participation and contribution to communication strategies within the ID is critical to the effectiveness of teams and the fostering of transparency between ID leadership and staff. Currently, communication between ID leadership and staff is poor, as is communication between ID coworkers and leaders. Hence, an increase in communication between and amongst ID staff and leadership is an indication that there is not only increased employee engagement, but also, a commitment to improving team effectiveness within the ID. Therefore, the extent communication strategies used by ID staff and leadership is considered indicative of increased employee engagement and team effectiveness. The frequency of communications made by each staff member can be physically measured and compared at various intervals. Assessing the extent of communication strategy usage will be undertaken

with surveys to determine which communication media are being used by each staff member, as well as how often they use each media.

- 8) Use of DiSC profiles in planning and activities within the ID. The argument has been made for the incorporation of DiSC profiles in the creation of teams within the ID and the matching of work activities within the ID with those people best suited for those activities, as determined by the DiSC personality assessment (McKenna et al., 2002). Since the use of DiSC profiles is intended to match the best worker to the best tasks for that worker, improved matching should result in increased job satisfaction and improved job performance. However, no specific evaluation tool exists to gauge ID leadership and staff's perceptions regarding the use of DiSC profiles in planning and development for the ID or with respect to the assignment of work tasks. Therefore, it is necessary to develop a survey tool which examines the satisfaction of ID staff and leadership with regard to the incorporation of DiSC profiles in the ID and satisfaction with job/work/task assignments based on DiSC profiles. Employee Services could be instrumental in the development of a survey tool to determine the satisfaction of staff with respect to the use of the DiSC profile. KPI indicators such as team productivity and performance, collaboration between ID staff and leadership, SES scores on employee engagement and job satisfaction, staff absenteeism, employee turnover rates, satisfaction with job/work/task assignments will provide insight into the effectiveness of incorporating DiSC profiles into planning for the ID.

Monitoring plan. A participatory monitoring and evaluation (PM&E) (Rodríguez-Campos & Rincones-Gómez, 2013) strategy will be used in this OIP plan to gauge the progress of activities that take place in the planning and implementation of the change initiative. PM&E

will engage all stakeholders in the monitoring and evaluation activities, involve key stakeholders in the change initiative, ensure that the information being shared is useful to all parties, and all reactions to change are being considered (Rodríguez-Campos & Rincones-Gómez, 2013; Thapa, Ngwenya & Kaufmann, 2017). Monitoring of data and information considered to be important indicators relative to the desired change is critical to determining whether or not the change implementation plan is having the desired effect. Monitoring should be done at regular intervals (as set out in Table 4), with the primary purpose of improving effectiveness on a continuing basis (Rodríguez-Campos & Rincones-Gómez, 2013). For the PM&E, the KPIs discussed in the following sections will be used. The factors to be monitored are job satisfaction, employee engagement, team effectiveness, use of communication media, satisfaction with ID leadership and incorporation of FIRST principles, staff absenteeism, ID employee turnover, participation in workshops/training sessions, and overall satisfaction with ID workplace culture. Factors will be monitored on a monthly, quarterly, bi-annually and annual basis throughout the change plan/process.

Monitoring tools. Monitoring worksheets will be employed as a tool to monitor and track progress relating to the goals and activities set out in the implementation plan. For the purposes of this OIP, three main monitoring tools are utilized: SES scores, general demographic data (absenteeism, ID staff turnover, participation in workshops/training, use of communication strategies), and suggestion box comments. A sample of the worksheets that will be used is shown in Table 4.

SES scores. The SES is useful for determining ID staff satisfaction with respect to job satisfaction and factors of employee engagement within the ID. The SES is undertaken in February of each calendar year, with results provided by Gallup within 30 days. However, the

SES can be administered more regularly (monthly, quarterly, bi-annually) to both measure and monitor changes in satisfaction amongst ID leadership and staff (Davis, 2004). SES data may be

Table 4

Quarterly Monitoring Sheet for ID

Indicator	Comparison Period			
	2018/2019 vs. 1 st quarter	1 st vs. 2 nd quarter	2 nd vs. 3 rd quarter	3 rd vs. 4 th quarter
Average ID SES Score (job satisfaction)	X	X	X	X
Average ID SES Score (employee engagement questions)	X	X	X	X
Number of days absent from work	X	X	X	X
Number of ID staff who quit	X	X	X	X
Suggestion box submissions	X	X	X	X
Number staff participating in PD workshops	X	X	X	X
Number of ID staff who used communication media	X	X	X	X
Frequency of communication media use	X	X	X	X
Ratio of ID staff using communication media to frequency of communication media use	X	X	X	X
1 st quarter (0-3 months); 2 nd quarter (4-6 months); 3 rd quarter (7-9 months); 4 th quarter (10-12 months)				

used to determine whether the change implementation plan has the desired effect (or any effect) on job satisfaction or employee engagement. Information obtained from SES scores can be used to support or modify the change plan.

General demographics. Demographic information relating to employee absenteeism, ID staff turnover, participation in workshops/courses/training sessions, number of ID staff who use communication media, and frequency of communication media use will be monitored on a monthly, quarterly, bi-annually and annual basis throughout the change process.

Survey box. A staff survey box located in the staff mailroom, checked on a regular basis (weekly, monthly, quarterly, bi-annual, annual), is recommended as a tool that can be used to ask ID staff about specific aspects, changes, and features of the change process. Surveys/questions can be provided on an anonymous or identified basis, depending upon the preference of the staff member submitting the suggestion. Questions on the survey can be by simple Likert scale rating or circle the most appropriate answer. Questions and surveys can also be sent to ID staff emails, so that staff can type in their comments to avoid identification throughout handwriting. The staff survey box can also be used to monitor job satisfaction, team effectiveness and employee engagement, based on the feedback given by ID staff. An important feature of the staff survey box is that it allows leadership to consider team members' suggestions in a way that allows ID staff know that their opinions are being considered. A staff survey box will also encourage staff to vent their frustrations in a constructive way that allows leadership to implement interventions if necessary. Informal guidelines for submissions can be given to ID staff or alternatively, questions can be posed to staff. For example, questions such as *What is your idea for change?* and *How would you change productivity in the ID?* will be used to solicit feedback, opinions and ideas from ID staff. Staff will also be invited to submit questions for distribution to other ID

staff members, so that everyone has a chance to make suggestions for change that can be considered by their colleagues.

Change Process Communications Plan

A change process communication plan is required to ensure that all staff are aware of the proposed change plan and the expected desired outcomes (Cushman & King, 1995). Regular and strategic communication between ID leadership and staff can improve workplace culture, team effectiveness, employee engagement and job satisfaction. A change process communication plan enables change agents to participate in and share a focused message with ID staff while supporting leadership in the setting of priorities and clarifying desired future outcomes (Patterson & Radtke, 2009). As the change plan progresses, it is necessary to continue sharing information and details with ID leadership and staff in order to ensure that people are informed of the progress, achievement of milestones and adaptations that are occurring and/or required.

Fostering change awareness. Beckhard and Harris (1987) proposed different steps for organizations to communicate change plans to staff and complete action plans to reach the desired state. Any plan to effectively communicate the change plan to staff should involve open and honest communication in alignment with a TSL approach that takes into consideration the organization's culture and the individuals' needs for satisfaction.

According to Boca, Lindita and Marsida (2016), communication must have goals, purpose, and direction while being clear and transparent. Boca et al., (2016) argued that one of the main reasons for resistance to organizational change is a lack of awareness regarding why the change is being made and a failure to understand why that awareness is necessary. Hence, a well-developed communication plan summary is necessary to provide stakeholders (ID staff, ID leadership, IOT leadership, Employee Services, employees' union) with relevant and timely

information so that all parties are prepared for the change implementation plan and the steps and activities involved with that plan. As has been noted by Cawsey et al. (2016), consistent and transparent communication improves the conditions for team support and trust.

Communication plan and tools. The communication plan focuses on including staff in the decisions and plans that affect them and will set examples for ID leadership and staff to follow. Communication goals will focus on transparency, enthusiasm, and the clear conveyance of information while respecting others, providing encouragement to contribute, and taking into consideration or incorporating the perspectives of others (Clavelle & Prado-Inzerillo, 2018). Tact and empathy must be used in the communication plan, particularly with regard to the differences in concerns that may exist between ID leadership and staff, while at the same time gathering support from the change plan and ideas. Leaders may have concerns such as budgetary concerns or how to maximize staff participation, while ID staff may have concerns relating to anonymity, oversight, or other issues. According to Davis (2018) different methods of communication should be employed for leadership versus staff, to describe the envisioned change/future state and to ensure that the message is understood and translated into specific behaviours. Davis (2018) stated that it is essential to ensure that leaders and staff understand the implications of the proposed change plan in order to create trust and transparency, improve workplace culture, and staff satisfaction. It is important to incorporate key change plan activities into communication summaries so that everyone can visualize how the plan is to progress and how communication fits into the plan. Staff will be made aware of the change plan and associated activities by different communication actions and goals that focus on each one's work styles. Communication plans that focus on connecting the audience with key messages and

enabling them to participate in the change process will be employed. Specific communication plan recommendations include:

- Developing a communication strategy that connects the implementation plan to key stakeholders (ID staff, ID leadership-formal and informal leaders, IOT leadership, Employee Services and the employees' union)
- Using communication channels that encourage ID staff to contribute and participate (IOT public website, internal IOT website, ID website, internal portals, and so forth.)
- Sharing information and promoting awareness of the change initiative and its benefits
- Sharing the status of the initiative/implementation activities as the plan progresses, including successes, failures, and so forth.

Communication objectives. The current state of communication culture in the ID takes a traditional hierarchical format, with ID leadership communicating with ID staff in a formal manner and limited opportunities for staff to contribute. To date, information coming from ID leadership has lacked sufficient explanations about why or how decisions are made and implemented. ID staff report not feeling included in decision-making and that the typical method of communication is not transparent. Hence, during the current change plan, it is crucial to ensure that communication with ID staff is transparent, consistent and comprehensive. ID staff need to know about the proposed changes, change activities, achievements, successes and failures, prior to and during the change process.

A key objective of communication is to help staff understand that leaders care about them as individuals, communicate expectations and visions for change, and information regarding the planned activities. Key information that staff needs to know include the vision for change, information about each's work styles (DiSC Profiles), expectations for performance and work

tasks, strategies for working together as a team, and optimal team effectiveness. This communication plan aims to encourage members of the ID to share their unique perspectives on how to develop a positive workplace culture, improve job satisfaction, employee engagement and team effectiveness. Suggestions provided by ID staff may be incorporated into the change plan at any point along the process, facilitating changes to the traditional top-down communication currently in place within the ID and transitioning to an upwards and downwards manner of communication. In addition, communicating results of job satisfaction, employee engagement, team effectiveness, and workplace culture evaluations to ID staff will increase employee engagement and foster a sense of belonging (Sergeant & Laws-Chapman, 2012).

Communication strategies. Communication strategies include one-to-one meetings and discussions with ID leadership and staff, weekly meetings and ID leadership updates, biweekly meetings and updates, action committees, internal employee portals, NIC, and social media.

Target Audiences. The primary target audiences involved in this communication plan are ID leadership and staff members, IOT leadership, Employee Services and the union.

Communication timelines and reports. At weekly, biweekly, monthly, quarterly, biannual and annual periods, formal reports on the change implementation process, including monitoring and evaluation efforts, will be prepared by formal and informal ID leaders and circulated to ID staff, IOT leadership, Employee Services and the employees' union. The reports will include findings, actions and recommendations relating to job satisfaction, employee engagement, team effectiveness, workplace culture and ID leadership initiatives, development and changes. Communicating this information to ID staff and other stakeholders will provide data-driven confirmation that steps are being taken to effect positive changes within the ID. In addition, the communication reports will provide leadership and stakeholders with insight as to

how the change plan is progressing, areas where further intervention/development is needed, and help ID leaders connect with ID staff towards achieving a more satisfied workforce and improved workplace culture. Table 5 summarizes communication activities that identify the target audience, a timeline for the communication strategy, and methods that will be used to deliver information regarding the change process within the context of the improvement plan.

Communication plan challenges. When communicating the need for the proposed change, it is critical to anticipate how people will react to the change being communicated. There could be anxiety or fear amongst ID staff relating to what, if any, impacts the proposed changes will have on them individually and as a team. According to Broillet (2013), one of the greatest challenges is recurrent frustration with announcements about the change process, since the change process will require some adaptations as the plan progresses. Embracing change is a complicated process for leadership and staff in the department, but it is possible to embrace the process and cope with obstacles (Miller, 2016). This means that the change plan must be somewhat fluid, and hence, there may be changes or differences in what is communicated to staff at one point versus what is communicated at a later point. It is important what is communicated at a later point, to anticipate questions, and have responses ready in order to ease staff concerns and frustrations promptly.

Anticipating questions and potential problems involves determining ahead of time who will take responsibility for dealing with staff and management concerns, as well as concerns raised by the IOT, Employee Services, employees' union and the IOT community (Hoppes, 2011). Typically, the ID Director and Associate Director would be responsible for addressing such concerns, but distrust of ID leadership may be a barrier to this process. While ID leadership should be supported in dealing with any concerns raised, an alternate mechanism will need to be

available for ID staff if they are uncomfortable interacting with ID leadership. Employee

Services is the most logical resource for this particular function, as one of the designated roles of

Table 5

Communications Plan Summary for the OIP

Communication Objectives	Communication Activities	Audience	Duration of Activities
Engage the ID and communicate nature and benefits of the proposed change	-One-to-one conversations -Internal employee portal -Bi-weekly meetings	ID ID leadership ID Staff	0-12 months
Empower staff through delegation of work and change activities	-Weekly updates sent by email from ID Director and Associate Director		0-12 months
Remove barriers such as negative attitudes	-One-to-one discussions -Internal employee portal -Bi-weekly meetings	ID Director ID Associate Director	3-6 months
Share individual satisfaction findings and milestones such as increased job satisfaction, improved employee engagement, increased satisfaction with ID leadership, increased team effectiveness, increased satisfaction with workplace culture, decreased absenteeism, decreased employee turnover	-Weekly updates sent by email from ID Director and Associate Director -Year-end satisfaction report	ID staff Employees' union	0-12 months
Share the overall plan, reasons and vision for change with staff	-One-to-one discussions -Bi-weekly meetings -Weekly updates sent by email from ID Director and Associate Director	ID Director ID Associate Director ID staff	0-12 months
Share plan for key activities, successes/failures, seek input for improvement	-Action committees -NIC -Internal employee portal -Weekly team meetings		0-12 months

Table 5 (continued).

Communication Objectives	Communication Activities	Audience	Duration of Activities
Reinforcing the new way – improved workplace culture with high levels of individual job satisfaction	-One-to-one discussions -Bi-weekly meetings -Weekly updates sent by email from ID Director and Associate Director	Employee Services Employees' union IOT	6-12 months
Keep sharing the big picture – job satisfaction, employee engagement, team effectiveness and workplace culture	-Action committees	ID Director ID Associate	6-12 months
Prepare for a new cycle of change/evaluation	-NIC -Internal employee portal -Weekly team meetings	Director ID staff	11-12 months

this department to act as a liaison between ID staff and ID leadership. This communication plan is likely to evolve as changes occur and as opportunities and challenges arise. The Employee Services department is essential to steering the change process on behalf of the ID and ensuring that the leadership competencies set out on page 38 are achieved by ID leadership.

Next Steps and Future Considerations

The next steps would be communication with staff regarding the change plan and process, development of communication strategies in preparation for the start of the implementation plan, actual implementation of the change plan, followed by commencement of workshops and/training, and communication of progress. The implementation plan outlines goals and priorities, change activities to achieve the priorities, accountability of personnel, and a timeline to align with the combined solution. Monitoring and evaluation will be conducted throughout and at the end of the change plan, but growth, development and ongoing evolution of the ID department would be necessary as ID workplace culture changes. At various points throughout the change process, reports will be prepared that outline the activities that summarize the activities, changes, and problems that have been encountered over the duration of the OIP. After one cycle (12 months) of the plan, an evaluation and follow-up report on job satisfaction, employee engagement, team effectiveness, ID leadership development and staff satisfaction with ID leadership, and changes in workplace culture will provide valuable information. This informs future considerations and will be prepared as a summary statement that will be disseminated to all stakeholders so they can understand how the change plan improved the workplace culture within the ID, increased performance, improved team effectiveness, and increased employee engagement and individual job satisfaction.

Future considerations relate to the fact that even with participation in the change process and optimal communication of the vision for change, people are sometimes unwilling to change. Even if leadership is effective in convincing people to change for the duration of this OIP, it is possible that some staff may be unwilling to change from the future envisioned state to an even more advanced future state beyond the duration of this OIP. Thus, it is important to mention the focus of the OIP is on changing the ID for the betterment of everyone, including the ID program and the IOT. Enthusiastic support of the change plan and the vision for change will hopefully motivate those staff who were unwilling to change at the outset of the process. As noted earlier, another consideration relates to the difficulties that may be encountered with certain personality types. In this instance, ID leadership believed that they were following the FIRST principles, when in fact, they were not. This resulted in a substantial need for education and enlightenment of ID leadership before ID leaders were willing to consider changing their behaviours. Future considerations relate to encountering similar attitudes and misconceptions regarding individual behaviours and strategies to help those individuals understand, acknowledge and accept that their behaviour is contrary to the greater good of the ID and the IOT.

A final future consideration is the ongoing development and sustainment of a positive workplace environment within the ID after the end of the first cycle of this change plan and once the desired future state is achieved. It will be necessary to consider how the ID can sustain and continue to improve job satisfaction, employee engagement, team effectiveness and workplace culture, keeping in mind that technology and society are constantly evolving. The continued focus on the human factor, human resources and TSL approaches are critical to the long-term success of this OIP and the ID. A positive workplace culture not only prevents loss of current ID staff members, thereby allowing for the development of a highly skilled workforce in

international client matters, but it also helps attract the highest quality workers to the ID. The future expectation is an effective ID team with the following attributes:

- ID leadership that aligns with FIRST ethical principles
- A positive workplace culture that promotes collaboration and inclusion
- Leadership and staff who foster job satisfaction, employee engagement, team effectiveness and a positive workplace culture
- Open, transparent, leader and staff-driven communication
- Formal programs and policies to drive employee engagement, ongoing staff growth and development
- The alignment of ID business strategy and team effectiveness
- An organizational philosophy emphasizing a core purpose
- Regular follow up and assessments of the ID, ID leadership and staff

Chapter Three Summary

Chapter Three focused on a change implementation plan with a participatory monitoring and evaluation (PM&E) approach (Rodríguez-Campos & Rincones-Gómez, 2013). A plan to communicate the need for change, the overall change process, and the vision for change was developed to ensure stakeholders clearly understand the goals, change activities and expected outcomes of this OIP. Plans for monitoring and evaluation of changes and improvements in leadership approaches and behaviours, job satisfaction, employee engagement, team effectiveness, and workplace culture were also outlined in this chapter. Finally, next steps and future considerations were discussed.

Organizational Improvement Plan Conclusion

This OIP explores how to improve job satisfaction, employee engagement and team effectiveness through the promotion of a positive workplace culture and leadership development in the ID of an IOT in Western Canada. This improvement plan focuses on communicating with staff and leadership, encouraging leadership accountability, and investing in people. Chapter one examined the organizational context and structure the IOT and the ID. The leadership position and lens statement were detailed and the PoP identified as low job satisfaction leading to high employee turnover. Poor employee engagement, team ineffectiveness, distrust of ID leadership, lack of adherence to FIRST (fairness, integrity, respect, safety, and transparency) principles amongst ID leadership, lack of collaboration between ID leadership and staff, and a negative workplace culture were identified as factors contributing to job dissatisfaction amongst ID staff. The PoP was framed and discussed, with questions emerging from the PoP detailed.

Chapter Two outlined the planning and development phase of this OIP. The human resources frame and a TSL approach were employed. A critical organizational analysis and gap analysis using Cawsey et al.'s (2016) Change Path Model, Beckhard and Harris' (1987) Change Management Process Model and Nadler and Tushman's (1980) Congruence Model was undertaken to identify what to change and how to go about that change. A combined solution for change that promotes TSL, facilitates ID leadership alignment with the FIRST principles and utilizes DiSC profiles to understand individual work characteristics and to match ID staff to tasks, optimize programs, and guide feedback.

Chapter Three focused on a change implementation plan for the combined solution outlined in Chapter Two that uses a participatory monitoring and evaluation (PM&E) (Rodríguez-Campos & Rincones-Gómez, 2013) approach combined with Bennett's Hierarchy of

Evaluation (1975). A detailed implementation plan connected to the Logic (W. K. Kellogg, 2004) and PDSA (Moen & Norman, 2006) models introduced in Chapter Two was presented that outlines activities planned, resources needed, stakeholders involved in the process and possible implementation challenges and limitations. A plan to communicate the vision for change, change plan, activities involved in the change plan and possible limitations was presented.

This OIP emphasized the impact that job satisfaction can have on employee morale, turnover, absenteeism, and staff behaviour (Ribando & Evans, 2015). The OIP also elucidated the relationships between job satisfaction, employee engagement, team effectiveness, workplace culture and leadership behaviour (ie. transparency, respect for workers and their opinions, fairness, integrity, and so forth.). This OIP presents a viable intervention strategy for the improvement of job satisfaction, employee engagement, team effectiveness, and leadership behaviours within the ID, while recognizing the importance of the human resource factor (people) in the future success of the ID and in the creation of a positive workplace culture within the ID.

References

- Agrawal, R. K. (2017). Do ethical climates impact trust in management? A study in Indian context. *International Journal of Organizational Analysis*, 25(5), 804-824. Retrieved from <http://dx.doi.org/10.1108/IJOA-08-2016-1053>
- Aguilar, F. J. (1967). *Scanning the business environment*. New York, NY: Macmillan.
- Agung, A. A. G. & Yuniar, I. (2016). Personality assessment website using DISC: A case study in information technology school. *International Conference on Information Management and Technology 2017* (pp. 72-77), Bandung, Indonesia.
doi:10.1109/ICIMTech.2016.7930305
- Allen, G. P., Moore, W. M., Moser, L. R., Neill, K. K., Sambamoorthi, U., & Bell, H. S. (2016). The role of servant leadership and transformational leadership in academic pharmacy. *American Journal of Pharmaceutical Education*, 810(7), 1–7. Retrieved from <https://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=119004339&site=eds-live&scope=site>
- Alsharo, M., Gregg, D., & Ramirez, R. (2017). Virtual team effectiveness: The role of knowledge sharing and trust. *Information & Management*, 54(4), 479–490. Retrieved from <https://doi.org/10.1016/j.im.2016.10.005>
- Avolio, B., Waldman, D., & Yammarino, F. (1991). Leading in the 1990s: The four Is of transformational leadership. *Journal of European Industrial Training*, 15(4), 9-16.
- Avolio, B. J., & Bass, B. M. (2002). *Developing potential across a full range of leadership: cases on transactional and transformational leadership*. Hillsdale, NJ: Lawrence Erlbaum.
- Avolio, B. J., Walumbwa, F. O., & Weber, T. J. (2009). Leadership: Current theories, research,

and future directions. *Annual Review of Psychology*, 60(1), 421-429.

doi:10.1146/annurev.psych.60.110707.163621

Barnes, C. M., & Van Dyne, L. (2009). I'm tired: Differential effects of physical and emotional fatigue on workload management strategies. *Human Relations*, 62(1), 59-92.

doi:10.1177/0018726708099518

Bass, B. M. (1985). *Leadership and performance beyond expectations*. New York, NY: Free Press.

Bass, B. M., & Avolio, B. J. (1990). The implications of transactional and transformational leadership for individual, team, and organizational development. In R. W. Woodman & W. A. Pasmore (Eds.). *Research in Organizational Change and Development* (Vol. 4, pp. 231–272). Greenwich, CT: JAI Press.

Bass, B. M. (2000). The future of leadership in learning organizations. *Journal of Leadership Studies*, 7(18), 18–40. doi:10.1177/107179190000700302

Beckhard, R., & Harris, R. (1987). *Managing Organizational Transitions*. Reading, MA: Addison-Wesley.

Beerel, A. C. (2009). *Leadership and change management*. Los Angeles, CA: SAGE.

Benn, S., Teo, S. T. T., & Martin, A. (2015). Employee participation and engagement in working for the environment. *Personnel Review*, 44(4), 492-510. doi:10.1108/PR-10-2013-0179

Bennett, C. (1975). Up the hierarchy. *Journal of Extension*, 13(2), 7-12. Retrieved from <https://www.joe.org/joe/1975march/1975-2-a1.pdf>

Bennis, W. G. (1989). *On becoming a leader*. New York, NY: Basic Books.

Benson, D. (2015). Creating Your Personal Leadership Philosophy. *Physician Leadership Journal*, 2(6), 64–66. Retrieved from

<https://search.ebscohost.com/login.aspx?direct=true&db=mdc&AN=26685464&site=eds-live&scope=site>

- Blake, N. (2016). Building respect and reducing incivility in the workplace: Professional standards and recommendations to improve the work environment for nurses. *Advanced Critical Care Nursing*, 27(4), 368–371. <https://doi.org/10.4037/aacnacc2016291>
- BlessingWhite. (2011). *Employee engagement report 2011*. Princeton, NJ: BlessingWhite.
- BlessingWhite (2018). X-Model of employee engagement. [BlogPost]. Retrieved from <https://www.comparehris.com/employee-engagement-hcms/>
- Boca, G., Lindita, M. & Marsida, V. (2016). Creating a model culture of management change. *Annals of the University of Oradea: Economic Science*, 25(1), 871-880.
- Boies, K., Fiset, J., & Gill, H. (2015). Communication and trust are key: Unlocking the relationship between leadership and team performance and creativity. *The Leadership Quarterly*, 26(6), 1080-1094. doi:10.1016/j.leaqua.2015.07.007
- Bolden, R., Gosling, J., Marturano, A., & Dennison, P. (2003). *A review of leadership theory and competency frameworks*. Exeter, UK: University of Exeter Centre for Leadership Studies. Retrieved from https://www.researchgate.net/publication/29810623_A_Review_of_Leadership_Theory_and_Competency_Frameworks
- Bolman, L. G., & Deal, T. E. (2003). *Reframing organizations: Artistry, choice, and leadership* (3rd ed.). San Francisco, CA: Jossey-Bass.
- Bolman, L. G., & Deal, T. E. (2008). *Reframing organizations: Artistry, choice, and leadership* (4th ed.). San Francisco, CA: John Wiley & Sons.

- Bono, J. E., & Judge, T. A. (2004). Personality and transformational and transactional leadership: A meta-analysis. *Journal of Applied Psychology*, 89(5), 901-910.
doi:10.1037/0021-9010.89.5.901
- Broillet, A. (2013). The change announcement: Implications for communicating change using organizational culture. *IEEE International Professional Communication Conference (IPCC)*, July 15-17, 2013 (pp. 1-7), Vancouver, BC. Retrieved from <https://doi.org/10.1109/IPCC.2013.6623904>
- Burrus, D. (2017). *The anticipatory organization: Turn disruption and change into opportunity and advantage*. Austin, TX: Greenleaf Book Group Press.
- Butcher, M. (2011). *Managing cultural change: reclaiming synchronicity in a mobile world*. Farnham; Burlington, VT: Ashgate.
- Carberry, E. J. & Meyers, J. S. M. (2017). Are the 'best' better for everyone? Demographic variation in employee perceptions of Fortune's best companies to work for. *Equality, Diversity and Inclusion: An International Journal*, 36(7), 647-669. doi: 10.1108/EDI-01-2017-0017
- Castano, M. C. (2017). Core self-evaluations, job satisfaction, transformational and servant leadership model in the Roman Catholic education system. *Asian Journal of University Education*, 13(2), 1-15. Retrieved from <https://search.ebscohost.com/login.aspx?direct=true&db=edsdoj&AN=edsdoj.443f9e0029ea4766b6eaddcd533ab537&site=eds-live&scope=site>
- Cawsey, T. F., Deszca, G., & Ingols, C. (2016). *Organizational change: An action-oriented toolkit* (3rd Ed.). Los Angeles, CA: SAGE.

- Chigova, E. A., Plyushch, I. V., & Leskova, I. V. (2019). Organization of structured interaction on the base of psychographic characteristics within the model of personality traits DISC. *IOP Conference Series: Materials Science and Engineering*, 483, 1-6. Retrieved from <https://iopscience.iop.org/article/10.1088/1757-899X/483/1/012097/pdf>
- Choudhary, A., Akhtar, S., & Zaheer, A. (2013). Impact of transformational and servant leadership on organizational performance: A comparative analysis. *Journal of Business Ethics*, 116(2), 433–440. <https://doiorg.libresources1.sait.ab.ca/10.1007/s10551-012-1470-8>
- Ciulla, J. B., Knights, D., Mabey, C., & Tomkins, L. (2018). Philosophical approaches to leadership ethics II: Perspectives on the self and responsibility to others. *Business Ethics Quarterly*, 28(3), 245-250. Retrieved from https://www.cambridge.org/core/services/aop-cambridge-core/content/view/635A0CB712DC9A5D2EA27F5A74338479/S1052150X18000167a.pdf/guest_editors_introduction_philosophical_approaches_to_leadership_ethics_ii_perspectives_on_the_self_and_responsibility_to_others.pdf
- Clavelle, J. T., & Prado-Inzerillo, M. (2018). Inspire others through transformational leadership. *American Nurse Today*, 13(11), 39-41. Retrieved from <http://libresources.sait.ab.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=ccm&AN=133288848&site=eds-live&scope=site>
- Cleary, B. A. (2015). Design thinking and PDSA: Don't throw out the baby. *The Journal for Quality and Participation*, 38(2), 21. Retrieved from <http://asq.org/quality-participation/2015/07/continuous-improvement/design-thinking-and-pdsa-dont-throw-out-the-baby.pdf>

Credibility. (2018). In *Oxford English Dictionary*. Retrieved from

<https://en.oxforddictionaries.com/definition/credibility>

Creech, H. (2013). *Performance improvement and assessment of collaboration: Starting points for networks and communities of practice*. Winnipeg, MN: International Institute for Sustainable Development.

Cushman, D., & King, S. (1995). *Communicating Organizational Change: A Management Perspective*. Albany, NY: State University of New York.

Davis, A. (2018 August 7). To engage global employees, enlist leaders in communication.

[BlogPost]. *Communication World*. Retrieved from <https://cw.iabc.com/2018/08/07/to-engage-global-employees-enlist-leaders-in-communication/>

Davis, G. (2004). Job satisfaction survey among employees in small businesses. *Journal of Small Business and Enterprise Development*, 11(4), 495-503. doi:10.1108/14626000410567143

Defoe, D. (2013 May 31). Understanding organizations using the four-frame model: Factories or machines [structure], family [human resources], jungle [politics], and theatres, temples or carnivals [symbols]. [BlogPost]. Retrieved from

<https://www.psycholawlogy.com/2013/05/31/understanding-organizations-using-the-four-frame-model-factories-or-machines-structure-family-human-resources-jungle-politics-and-theatres-temples-or-carnivals-symbols/>

De Meuse, K. P., Tang, K. Y., & Dai, G. (2009). *Construct validation of Lominger T7 model of team effectiveness*. Minneapolis, MN: Lominger International.

DeOrtentiis, P., Summers, J., Ammeter, A., Douglas, C., & Ferris, G., (2013). Cohesion and satisfaction as mediators of the team trust–team effectiveness relationship: An

- interdependence theory perspective. *Career Development International*, 18 (5), 521-543
<https://doi.org/10.1108/CDI-03-2013-0035>
- Dhir, S., & Shukla, A. (2019). Role of organizational image in employee engagement and performance. *Benchmarking: An International Journal*, 26(3), 971-989. doi:10.1108/BIJ-04-2018-0094
- Dominguez, C. C. M., Galán-González, J. L., & Barroso, C. (2015). Patterns of strategic change. *Journal of Organizational Change Management*, 28(3), 411-431. doi:10.1108/JOCM-05-2014-0097
- Donnelly, P., & Kirk, P. (2015). Use the PDSA model for effective change management. *Education for Primary Care*, 26(4), 279-281. doi:10.1080/14739879.2015.11494356
- Doran, G. T. (1981). There's a S.M.A.R.T. way to write management's goals and objectives. *Management Review*, 70, 35-36.
- Eichinger, R. W., & Lombardo, L. L. (1995). *The team architect user's manual*. Minneapolis, MN: Lominger Ltd.
- Engelbrecht, A. S., Heine, G., & Mahembe, B. (2017). Integrity, ethical leadership, trust and work engagement. *Leadership & Organization Development Journal*, 38(3), 368-379.
Retrieved from
<http://libresources.sait.ab.ca/login?url=https://search.proquest.com/docview/1886580241?accountid=13652>
- Escobedo, G. (2007). A retention/persistence intervention model: Improving success across cultures. *Journal of Developmental Education*, 31(1), 12-37.
- Evans, M. E., Pruitt, S. B., & Saucier, R. L. (2016). Leadership philosophy. *Military Police*, 16(1), 5.

- Federman, B. (2009). *Employee engagement: a roadmap for creating profits, optimizing performance, and increasing loyalty*. San Francisco, CA: Jossey-Bass. Retrieved from <https://search.ebscohost.com/login.aspx?direct=true&db=cat02760a&AN=sait.1275993&site=eds-live&scope=site>
- Feig, F. (2006). The challenges of change. *Pharmaceutical Technology Europe*, 18(9), 64.
- Focht, A., & Ponton, M. (2015). Identifying primary characteristics of servant leadership: Delphi study. *International Journal of Leadership Studies*, 9(1), 44-60.
- Gallup (2018). Gallup employee engagement center. Retrieved May 6, 2019 from <https://q12.gallup.com/>
- Gmeiner, A. & Van Wyk, S. (2001). The facilitation of a team-building process: Implications for mental health. *Journal of Interdisciplinary Health Sciences*, 6(3), 1-15. Retrieved from <https://doi.org/10.4102/hsag.v6i3.70>
- Greenleaf, R. K. (1977). *Servant leadership: A journey into the nature of legitimate power and greatness*. New York, NY: Paulist Press.
- Greenleaf, R. K. (2003). *The servant-leader within: A transformative path*. Mahwah, NJ: Paulist Press.
- Greenwood, M., (2007). Stakeholder engagement: Beyond the myth of corporate responsibility. *Journal of Business Ethics*, 74(4), 315-327. doi:10.1007/s10551-007-9509-y
- Guttek, G. L. (1997). Conservatism and education. In G. L. Guttek (Ed.). *Philosophical and ideological perspectives on education* (2nd Ed., pp. 197-210). Boston, MA: Allyn and Bacon.
- Hansen, M. T. (2009). *Collaboration: How leaders avoid the traps, build common ground, and reap big results*. Boston, MA: Harvard Business Review Press. Retrieved from

<https://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=674853&site=eds-live&scope=site>

Harrison, E. B., & Mühlberg, J. (2014). *Leadership communication: How leaders communicate and how communicators lead in today's global enterprise*. New York, NY: Business Expert Press.

Hassan, S., Mahsud, R., Yukl, G., & Prussia, G. E. (2013). Ethical and empowering leadership and leader effectiveness. *Journal of Managerial Psychology*, 28(2), 133-146.
doi:10.1108/02683941311300252

Havenga, W., Brand, C., & Visagie, J. (2013). Revisiting the validity and reliability of the Gallup workplace audit in a South African petrochemical company. *Journal of Social Sciences*, 37(1), 69-79. doi:10.1080/09718923.2013.11893205

Hays, J. (2008). Teacher as servant: Applications of Greenleaf's servant leadership in higher education. *Journal of Global Business Issues*, 2(1), 113-134.

Heryati, R. (n.d.). The definition of employee engagement. [BlogPost]. Retrieved May 28, 2019 from <https://inside.6q.io/the-definition-of-employee-engagement/>

Hoppes, M. (2011). Embracing change: Anticipating risk. *Journal of Healthcare Risk Management*, 31(2), 1-2. doi:10.1002/jhrm.20081

Hunt, S. J. (2018). *Communication and change: A qualitative study of law enforcement team DISC personality traits* (Doctoral dissertation). ProQuest Dissertations and Theses database. Retrieved from <https://www-lib-uwo-ca.proxy1.lib.uwo.ca/cgi-bin/ezpauthn.cgi?url=http://search.proquest.com.proxy1.lib.uwo.ca/docview/2164894884?accountid=15115>

Institute of Technology (IOT) (2016). Staff Engagement Survey results. Retrieved from

<http://www.idnow.ca/archived-top-stories/2054-2016-engagement-survey-full-of-great-feedback-and-good-ideas.html?highlight=WyJlbmdhZ2VtZW50liwic3VydmV5IiwZW5nYWdlbWVudCBzdXJ2ZXkiXQ=> (link disabled for anonymity)

Institute of Technology (IOT) (2017). Staff Engagement Survey results. Retrieved from

<http://www.idnow.ca/archived-top-stories/2054-2017-engagement-survey-full-of-great-feedback-and-good-ideas.html?highlight=WyJlbmdhZ2VtZW50liwic3VydmV5IiwZW5nYWdlbWVudCBzdXJ2ZXkiXQ=> (link disabled for anonymity)

Institute of Technology (IOT) (2018a). Staff Engagement Survey results. Retrieved from

<http://www.idnow.ca/archived-top-stories/2054-2018-engagement-survey-full-of-great-feedback-and-good-ideas.html?highlight=WyJlbmdhZ2VtZW50liwic3VydmV5IiwZW5nYWdlbWVudCBzdXJ2ZXkiXQ=> (link disabled for anonymity)

Institute of Technology (IOT) (2018b). DiSC Personality Profiles Wheel for the International Department. (Internal Document)

Institute of Technology (IOT) (2019a). IOT Executive commitment. Retrieved from

<http://www.iotnow.ca/archived-top-stories/1312-engagement-strong,-with-room-to-grow.html?highlight=WyJlbmdhZ2VtZW50Iiw=> (link disabled for anonymity)

Institute of Technology (IOT) (2019b). Ethical principles. Retrieved from [http:](http://www.iot.ca/about-iot/administration/governance/ethical-principles)

[//www.iot.ca/about-iot/administration/governance/ethical-principles](http://www.iot.ca/about-iot/administration/governance/ethical-principles) (link disabled for anonymity)

Institute of Technology (IOT) (2019c). History of IOT. Retrieved from <http://www.iot.ca/about-iot/who-we-are/history-of-iot> (link disabled for anonymity)

Institute of Technology (IOT) (2019d). International Department. Retrieved from <http://www.iot.ca/international-students/international-centre> (link disabled for anonymity)

Institute of Technology (IOT) (2019e). IOT First 100 years. Retrieved from <https://www.iot.ca/student-life/reg-erhardt-library/reg-erhardt-library/archives/iot-history/our-first-100-years> (link disabled for anonymity)

Institute of Technology (IOT) (2019f). Gallup SES scores. Retrieved from <http://www.iotnow.ca/archived-top-stories/917-new-direction-for-employee-survey.html?highlight=WyJnYWxsdXAiLCJnYWxsdXAncyJd> (link disabled for anonymity)

Institute of Technology (IOT) (2019g). Code of Ethics. Retrieved from <http://www.iotow.ca/ethics-f-i-r-s-t.html?highlight=WyJjb2RlIiwib2YiLCJldGhpY3MiLCJjb2RlIG9mIiwY29kZSBvZiBldGhpY3MiLCJvZiBldGhpY3MiXQ==> (link disabled for anonymity)

Intimacy. (2018). In *Oxford English Dictionary*. Retrieved from <https://en.oxforddictionaries.com/definition/intimacy>

James, D., Jimenez, V., Mbakulo, J., & Nasra, R. (2017). *Understanding change theories and processes*. Unpublished manuscript, Western University, London, ON.

Jha, N., Sareen, P., & Potnuru, R. K. G. (2019). Employee engagement for millennials: Considering technology as an enabler. *Development and Learning in Organizations: An International Journal*, 33(1), 9-11. doi:10.1108/DLO-05-2018-0057

- Joseph, E. E., & Winston, B. E. (2005). A correlation of servant leadership, leader trust, and organizational trust. *The Leadership & Organization Development Journal*, 26(1/2), 6–22. doi:10.1108/01437730510575552
- Keeley, M. (1995). The trouble with transformational leadership: Toward a federalist ethic for organizations. *Business Ethics Quarterly*, 5(1), 67–96. doi:10.2307/3857273
- Kegan, R., & Lahey, L. L. (2016). *An everyone culture: Becoming a deliberately developmental organization*. Boston, MA: Harvard Business Review Press. Retrieved from <https://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=1798416&site=eds-live&scope=site>
- Kellerman, B. (2012). *The end of leadership*. (1st ed.) New York, NY: Harper Business.
- Kendall, K. (2017). Transparency in the workplace. *Leadership Excellence Essentials*, 34(3), 23–24. Retrieved from <https://www-lib-uwo-ca.proxy1.lib.uwo.ca/cgi-bin/ezpauthn.cgi?url=http://search.proquest.com.proxy1.lib.uwo.ca/docview/1900285475?accountid=15115>
- Kneebone, R. D. (2014). The Canadian unemployment rate. *School of Public Policy Publications*, 6(8), 1-6.
- Kompaso, S. M., & Sridevi, M. S. (2010). Employee engagement: The key to improving performance. *International Journal of Business and Management*, 5(12), 89-96. doi:10.5539/ijbm.v5n12p89
- Kotter, J., & Schlesinger, L. (2008). Choosing strategies for change. *Harvard Business Review*, 86, 130-139.
- Kouzes, J. M., & Posner, B. J. (1995). *The leadership challenge: How to keep getting extraordinary things done in organizations*. San Francisco, CA: Jossey-Bass.

- Kravitz, N. (2014). *Who do you know? The DiSC behavioral assessment*. Los Angeles: Anthem Media Group. Retrieved from <https://www-lib-uwo-ca.proxy1.lib.uwo.ca/cgi-bin/ezpauthn.cgi?url=http://search.proquest.com.proxy1.lib.uwo.ca/docview/1641037730?accountid=15115>
- Lacy, F. J., & Sheehan, B. A. (1997). Job satisfaction amongst academic staff: An international perspective. *Higher Education*, 34(3), 305-322. doi:10.1023/A:1003019822147
- Laub, J. (2004, August). Defining servant leadership: A recommended typology for servant leadership studies. Retrieved from http://www.strandtheory.org/images/Laub_-_Defining_Servant_Leadership.pdf
- Leffler, K. L. (1998). Insights on leadership: Service, stewardship, spirit, and servant-leadership. *Journal of Leadership Studies*, 5(3), 167. Retrieved from <https://search.ebscohost.com/login.aspx?direct=true&db=edsgbe&AN=edsgcl.65357207&site=eds-live&scope=site>
- Lehman, W. E. K., Greener, J. M., & Simpson, D. D. (2002). Assessing organizational readiness for change. *Journal of Substance Abuse Treatment*, 22(4), 197-209. doi:10.1016/S0740-5472(02)00233-7
- Lewicka, D., & Pec, M. (2018). The impact of human resources management on job involvement: The mediating role of vertical trust. *Folia Oeconomica Stetinensia*, 18(2), 34-45. Retrieved from <https://doi.org/10.2478/fofi-2018-0017>
- LeMahieu, P. G., Grunow, A., Baker, L., Nordstrum, L. E., & Gomez, L. M. (2017). Networked improvement communities: The discipline of improvement science meets the power of networks. *Quality Assurance in Education*, 25(1), 5-25. doi:10.1108/QAE-12-2016-0084

- Lowry, G. (2016). Employee engagement: Communicating clear expectations. *Seminars in Orthodontics*, 22(2), 103-106. doi:10.1053/j.sodo.2016.04.010
- Lu, L., Cheng, C. L., Gursay, D., & Neale, N. R. (2016). Work engagement, job satisfaction, and turnover intentions. *International Journal of Contemporary Hospitality Management*, 28(4), 737-761. Retrieved from <http://dx.doi.org/10.1108/IJCHM-07-2014-0360>
- Lubell, J. (2017). Maintaining a safe workplace takes teamwork. *Provider*, 43(4), 14. Retrieved from <https://search.ebscohost.com/login.aspx?direct=true&db=mdc&AN=29601706&site=eds-live&scope=site>
- Lyon, L., Nadersahi, N., Nattestad, A., Kachalia, P., & Hammer, D. (2014). A curricular reform viewed through Bolman and Deal's organizational frames. *Journal of the Scholarship of Teaching and Learning*, 14(3), 16-33. Retrieved from <https://doi.org/10.14434/josotl.v14i3.4940>
- Lyons, T. (2005). Culture club: Every company has their own unique organisational culture. *China Staff*, 12(1), 23. Retrieved from <http://link.galegroup.com.proxy1.lib.uwo.ca/apps/doc/A149157122/AONE?u=lond95336&sid=AONE&xid=cb96c46f>
- Ma, Z., Long, L., Zhang, Y., Zhang, J., & Lam, C. K. (2017). Why do high-performance human resource practices matter for team creativity? The mediating role of collective efficacy and knowledge sharing. *Asia Pacific Journal of Management*, 34(3), 565-586. doi:10.1007/s10490-017-9508-1
- Mabey, C. (2003). Reframing human resource development. *Human Resource Development Review*, 2(4), 430-452. doi:10.1177/1534484303258042

- Macey, W. H., & Schneider, B. (2008). The meaning of employee engagement. *Industrial and Organizational Psychology*, 1(1), 3-30. doi:10.1111/j.1754-9434.2007.00002.x
- Mahato, M. (2015). Organizational change: An action-oriented toolkit. *South Asian Journal of Management*, 22(4), 197–199. Retrieved from <https://search.ebscohost.com/login.aspx?direct=true&db=bth&AN=113309685&site=eds-live&scope=site>
- Maister, D. H., Green, C. H., & Galford, R. M. (2000). *The trusted advisor*. New York, NY: Free Press.
- Marcum, J. W. (2013). Engagement: A leadership imperative. *Journal of the Leadership and Management Section*, 9(2), 19–27. Retrieved from <https://search.ebscohost.com/login.aspx?direct=true&db=lls&AN=97124400&site=eds-live&scope=site>
- Markiewicz, A. (2014). *Core concepts in developing monitoring and evaluation frameworks*. Retrieved from http://www.anneconsulting.com.au/index.php/download_file/59/
- Marston, W. M. (1928). *Emotions of Normal People*. London, UK: Paul, Trench, Trubner & Co. Ltd.
- Martin, J. A. (2011). Dynamic managerial capabilities and the multibusiness team: The role of episodic teams in executive leadership groups. *Organization Science*, 22(1), 118-140. doi:10.1287/orsc.1090.0515
- Maswani, Syah, T. Y. R., & Anindita, R. (2019). The relationship between organizational culture and job satisfaction towards organizational commitment and employee performance. *Russian Journal of Agricultural and Socio-Economic Sciences*, 88(4), 144-152. Retrieved from <https://doi.org/10.18551/rjoas.2019-04.19>

- Matthysen, M., & Harris, C. (2018). The relationship between readiness to change and work engagement: A case study in an accounting firm undergoing change. *SA Journal of Human Resource Management*, 16, 1-11. doi:10.4102/sajhrm.v16i0.855
- McKenna, M. K., Shelton, C. D., & Darling, J. R. (2002). The impact of behavioral style assessment on organizational effectiveness: A call for action. *Leadership and Organizational Development Journal*, 23(5/6), 314-323.
doi:10.1108/01437730210441274
- Miftari, V. (2018). Transformational leadership communication in developing countries' business environment. *Journal of History, Culture & Art Research*, 7(2), 259–264.
Retrieved from <https://doi.org/10.7596/taksad.v7i2.1436>
- Miller, E. T. (2016). Embracing change. *Rehabilitation Nursing*, 41(6), 301-302.
doi:10.1002/rnj.303
- Mittal, R., & Dorfman, P. W. (2012). Servant leadership across cultures. *Journal of World Business*, 47(4), 555–570. doi:10.1016/j.jwb.2012.01.009
- Moen, R., & Norman, C. (2006). Evolution of the PDCA cycle. Retrieved from <http://www.idemployee.id.tue.nl/g.w.m.rauterberg/lecturenotes/DG000%20DRP-R/references/Moen-Norman-2009.pdf>
- Mohanty, M. K. & Choudhury, S. (2018). A conceptual model of employee engagement-from the perspective of manufacturing industry. *Research Review Journals*, 3(7), 290-296.
- Morgan, J., & Vardy, F. (2009). Diversity in the workplace. *American Economic Review*, 99(1), 472-485. doi:10.1257/aer.99.1.472
- Morrill, C. (2008). Culture and organization theory. *The Annals of the American Academy of Political and Social Science*, 619(1), 15-40. doi:10.1177/0002716208320241

- Nadler, D. A., & Tushman, M. L. (1980). A model for diagnosing organizational behavior. *Organizational Dynamics*, 9(2), 35–51. [https://doi.org/10.1016/0090-2616\(80\)90039-X](https://doi.org/10.1016/0090-2616(80)90039-X)
- Nadler, D., & Tushman, M. (1989). Organizational frame bending: principles for managing reorientation. *The Academy of Management Executive*, 3(3), 194-204. Retrieved from <http://www.jstor.org/stable/4164899>
- Neuman, G. A., & Wright, J. (1999). Team effectiveness: Beyond skills and cognitive ability. *Journal of Applied Psychology*, 84(3), 376-389. doi:10.1037/0021-9010.84.3.376
- Ng, T. W. H. (2016). Embedding employees early on: The importance of workplace respect. *Personnel Psychology*, 69(3), 599-633. doi:10.1111/peps.12117
- Northouse, P. (2016). *Leadership theory and practice* (7th Ed.). Thousand Oaks, CA: Sage Publications.
- Orlikowski, W. (1993). CASE tools as organizational change: Investigating incremental and radical changes in systems development. *MIS Quarterly*, 17(3), 309-340. doi:10.2307/249774
- Page, L., Boysen, S., & Arya, T. (2019). Creating a culture that thrives: Fostering respect, trust, and psychological safety in the workplace. *OD Practitioner*, 51(1), 28–35. Retrieved from <https://search.ebscohost.com/login.aspx?direct=true&db=bth&AN=134060284&site=eds-live&scope=site>
- Patterson, S. J., & Radtke, J. M. (2009). *Strategic communications for nonprofit organizations: Seven steps to creating a successful plan*. Hoboken, NJ: Wiley.
- Pellettiere, V. (2006). Organization self-assessment to determine the readiness and risk for a planned change. *Organization Development Journal*, 24(4), 38.

- Pontefract, D. (2014). Workplace collaboration shouldn't be so difficult. *Canadian Learning Journal*, 18(1), 7–8. Retrieved from <http://search.ebscohost.com.proxy1.lib.uwo.ca/login.aspx?direct=true&db=bth&AN=96565078&site=ehost-live>
- Pourrajab, M., & Ghani, M. F. B. (2016). Four-frame leadership and students' academic achievement. *Journal of Social Sciences*, 10(1), 1–9. Retrieved from <https://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=117127230&site=eds-live&scope=site>
- Prajogo, W. (2019). The relationship amongst emotional exhaustion, job satisfaction, performance, and intention to leave. *Advances in Management and Applied Economics*, 9(1), 21–29. Retrieved from <https://search.ebscohost.com/login.aspx?direct=true&db=eoh&AN=1754351&site=eds-live&scope=site>
- Probst, M. B. (2011). *An analysis of leadership frame preference of academic administration: Using the Bolman and Deal four frame model* (Doctoral Dissertation). ProQuest Dissertations and Theses database. Retrieved from <https://www-lib-uwo-ca.proxy1.lib.uwo.ca/cgi-bin/ezpauthn.cgi?url=http://search.proquest.com.proxy1.lib.uwo.ca/docview/864832430?accountid=15115>
- Provincial Government (2013). *Post-secondary learning act: Statutes*. Retrieved from <http://www.link disabled for anonymity>

- Radford, A. B. (2018). How to address conflict in the workplace: 3 simple but effective approaches. *Massage Magazine*, 270, 48–52. Retrieved from <https://search.ebscohost.com/login.aspx?direct=true&db=awh&AN=132936867&site=eds-live&scope=site>
- Radhakrishna, R. & Bowen, C. K. (2010). Viewing Bennett's Hierarchy from a different lens: Implications for Extension Program evaluation. *Journal of Extension*, 48(6), 1-5. Retrieved from https://www.joe.org/joe/2010december/pdf/JOE_v48_6tt1.pdf
- Raven, J. (2005). Liberal education and liberalism in modern society. *The Good Society*, 14(3), 29-37. Doi:10.1353/gso.2006.0014
- Reliability. (2018). In *Oxford English Dictionary*. Retrieved from <https://en.oxforddictionaries.com/definition/reliability>
- Reina, D. S., & Reina, M. L. (2015). *Trust and betrayal in the workplace: Building effective relationships in your organization*. Oakland, CA: Berrett-Koehler Publishers. Retrieved from <https://search.ebscohost.com/login.aspx?direct=true&db=cat02760a&AN=sait.1726547&site=eds-live&scope=site>
- Remple, S. (2010). Transformational servant leaders. In *Leadership in the 21st century*. Langley, BC: Trinity Western University. Retrieved from <https://books.twu.ca/monograph/chapter/transformational-servant-leadership/>
- Ribando, S., & Evans, L. (2015). Change happens: Assessing the initial impact of a university consolidation on faculty. *Public Personnel Management*, 44(1), 99-119. doi:10.1177/0091026014550406

- Robertson, I. T., & Cooper, C. L. (2010). Full engagement: The integration of employee engagement and psychological well-being. *Leadership and Organizational Development Journal*, 31(4), 324-336. doi:10.1108/01437731011043348
- Rodríguez-Campos, L., & Rincones-Gómez, R. (2013). *Collaborative evaluations: Step-by-step* (2nd ed.). Stanford, CA: Stanford University Press.
- Sadiartha, A. A., & Sitorus, S. (2018). Organizational culture, communication and leadership style on job satisfaction. *International Journal of Research in Business and Social Science*, 7(4), 1-9. <https://doi.org/10.20525/ijrbs.v7i4.889>
- Saks, A. M. (2006). Antecedents and consequences of employee engagement. *Journal of Managerial Psychology*, 21(7), 600-619.
- Saari, L. M., & Judge, T. A. (2004). Employee Attitudes and Job Satisfaction. *Human Resource Management*, 43(4), 395–407. <https://doi.org/10.1002/hrm.20032>
- Sattar, T., Ahmad, K., & Hassan, S. M. (2015). Role of human resource practices in employee performance and job satisfaction with mediating effect of employee engagement. *Pakistan Economic and Social Review*, 53(1), 81–96. Retrieved from <https://doi.org/http://pu.edu.pk/home/journal/7/Current-Issue.html>
- Scharmer, C. O., & Kaufer, K. (2013). *Leading from the emerging future: From ego-system to eco-system economies*. San Francisco, CA: Berrett-Koehler Publishers.
- Schaumberg, R. L., & Flynn, F. J. (2017). Clarifying the link between job satisfaction and absenteeism: The role of guilt proneness. *The Journal of Applied Psychology*, 102(6), 982-992. doi:10.1037/apl0000208
- Schein, E. H. (2016). *Organizational culture and leadership*. San Francisco, CA: Jossey-Bass.

- Schilling, J. (2009). From ineffectiveness to destruction: A qualitative study on the meaning of negative leadership. *Leadership*, 5(1), 102-128. doi:10.1177/1742715008098312
- Self-Orientation. (2018). In *Oxford English Dictionary*. Retrieved from <https://en.oxforddictionaries.com/definition/orientation>
- Senichev, V. (2013). Human resource diversity and performance within the frame of organizations, teams and individuals. *Business: Theory and Practice*, 14(4), 337-345. Retrieved from <https://btp.press.vgtu.lt/article/14386/>
- Sergeant, J., & Laws-Chapman, C. (2012). Creating a positive workplace culture. *Nursing Management*, 18(9), 14-9. Retrieved from <https://www-lib-uwo-ca.proxy1.lib.uwo.ca/cgi-bin/ezpauthn.cgi?url=http://search.proquest.com.proxy1.lib.uwo.ca/docview/920765092?accountid=15115>
- Serrano, S. A., & Reichard, R. J. (2011). Leadership strategies for an engaged workforce. *Consulting Psychology Journal: Practice and Research*, 63(3), 176-189. doi:10.1037/a0025621
- Sharma, P. (2017). Organizational culture as a predictor of job satisfaction: The role of age and gender. *Management*, 22(1), 35-48. Retrieved from https://www.researchgate.net/publication/323113003_Organizational_culture_as_a_predictor_of_job_satisfaction_The_role_of_age_and_gender/download
- Sheng, C. W., Tian, Y. F., & Chen, M. C. (2010). Relationships amongst teamwork behavior, trust, perceived team support, and team commitment. *Social Behavior and Personality: An International Journal*, 38(10), 1297–1306. Retrieved from <https://doi.org/10.2224/sbp.2010.38.10.1297>

- Shimoni, B. (2017). What is resistance to change? A habitus-oriented approach. *Academy of Management Perspectives*, 31(4), 257-270. <https://doi.org/10.5465/amp.2016.0073>
- Simpson, P., French, R., & Harvey, C. E. (2002). Leadership and negative capability. *Human Relations*, 55(10), 1209-1226. doi:10.1177/0018726702055010081
- Sipe, J., & Frick, D. (2009). *Seven pillars of servant leadership: Practicing the wisdom of leading by serving*. Mahwah, NJ: Paulist Press.
- Smith, S. L., & Kelloway, E. K. (2016). Respect in the workplace: an evaluation of a short online intervention program. *Journal of Organizational Effectiveness: People and Performance*, 3(4), 395-410. Retrieved from <https://www.emeraldinsight.com/doi/pdfplus/10.1108/JOEPP-02-2016-0008>
- Spears, L. C (1995). *The power of servant-leadership*. San Francisco, CA: Berrett-Koehler.
- Spears, L. C. (2004). Practicing servant-leadership. *Leader to Leader*, 34, 7–11.
- Stone, A. G., Russell, R. F., & Patterson, K. (2004). Transformational versus servant leadership: A difference in leader focus. *Leadership and Organizational Development Journal*, 25(4), 349-361. doi:10.1108/01437730410538671
- Sundstrom, E., De Meuse, K. P., & Futrell, D. (1990). Work teams: Applications and effectiveness. *American Psychologist*, 45(2), 120-133. Retrieved from <http://dx.doi.org/10.1037/0003-066X.45.2.120>
- Taylor, G. (2018, August). Workplace culture. *Australian Nursing & Midwifery Journal*, 26(2), 23. Retrieved from <http://link.galegroup.com.proxy1.lib.uwo.ca/apps/doc/A552850416/AONE?u=lond95336&sid=AONE&xid=121fede0>

- Tepayakul, R., & Rinthaisong, I. (2018). Job satisfaction and employee engagement amongst human resources staff of Thai private higher education institutions. *International Journal of Behavioral Science*, 13(2), 68–81. Retrieved from <https://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=131715924&site=eds-live&scope=site>
- Tillott, S. (2013). The importance of staff engagement to the development of positive workplace cultures. *International Practice Development Journal*, 3(1), 1-8.
- Thapa, P., Ngwenya, P., & Kaufmann, B. (2017). Participatory monitoring and evaluation: A tool for making farmer groups function better. *Appropriate Technology*, 44(4), 43-45.
- Trefry, M. G. (2006). A double-edged sword: Organizational culture in multicultural organizations. *International Journal of Management*, 23(3), 563-575. Retrieved from <https://www-lib-uwo-ca.proxy1.lib.uwo.ca/cgi-bin/ezpauthn.cgi?url=http://search.proquest.com/proxy1.lib.uwo.ca/docview/233229740?accountid=15115>
- Van Dierendonck, D. (2011). Servant leadership: A review and synthesis. *Journal of Management*, 37, 1228-1261.
- Van Dierendonck, D., Stam, D., Boersma, P., De Windt, N., & Alkema, J. (2014). Same difference? Exploring the differential mechanisms linking servant leadership and transformational leadership to follower outcomes. *The Leadership Quarterly*, 25(3), 544-562.

- Verbos, A., Gerard, J., Forshey, P., Harding, C., & Miller, J. (2007). The positive ethical organization: Enacting a living code of ethics and ethical organizational identity. *Journal of Business Ethics*, 71(1), 17–33. Retrieved from <https://doi.org/10.1007/s10551-006-9275-2>
- Veronesi, J. F. (2009). Is your workforce engaged to be satisfied? *Home Health Care Management & Practice*, 21(2), 124-126. doi:10.1177/1084822308325426
- Waheed, A., Xiao-Ming, M., Ahmad, N., & Waheed, S. (2017). Impact of work engagement and innovative work behavior on organizational performance: Moderating role of perceived distributive fairness, *International Conference on Management Science and Engineering* (pp. 127-130). Northwestern Polytechnical University August 17-20, 2017, Nomi, Japan. doi: 10.1109/ICMSE.2017.8574390
- Wallace, S., Clarke, W., & Raymond, J. D. (1956). The activity vector analysis as a selector of life insurance salesmen. *Personnel Psychology*, 9, 337–345. doi:10.1111/j.1744-6570.1956.tb01072.
- Warn, M. (1995). Respecting an opinion. *American Organization of Registered Nursing Journal*, 61(5), 804-804. doi:10.1016/S0001-2092(06)63710-1
- Waters, A. (2018). Leadership needs to rise up to the agenda. *Veterinary Record*, 182(16), 443. doi:10.1136/yr.k1723
- Weaver, S. H. (2019). Administrative supervisors and nursing unit-based managers: Collaboration and job satisfaction. *Nursing Economic*, 37(2), 67–76. Retrieved from <https://search.ebscohost.com/login.aspx?direct=true&db=rzh&AN=135960820&site=eds-live&scope=site>

- Weick, K. E., & Quinn, R. E. (1999). Organizational change and development. *Annual Review of Psychology*, 50(1), 361-386. Retrieved from <http://link.galegroup.com.proxy1.lib.uwo.ca/apps/doc/A54442304/AONE?u=lond95336&sid=AONE&xid=a6924cd2>
- Weiner, B. J. (2009). A theory of organizational readiness for change. *Implementation Science*, 4(67), 1-9. Retrieved from <https://doi.org/10.1186/1748-5908-4-67>
- Wiley (n.d.). Everything DiSC workplace profile. Retrieved July 30, 2018, from https://www.wiley-epic.com/report_complete.aspx
- W. K. Kellogg Foundation. (2004). *Logic model development guide: Using logic models to bring together planning, evaluation and action*. Battle Creek, MI: W. K. Kellogg Foundation. Retrieved from <http://www.wkkf.org/knowledge-center/resources/2006/02/WK-Kellogg-Foundation-Logic-Model-Development-Guide.aspx>
- Yancey, D. (2005). *The predictability of performance using the Q12 engagement survey* (Doctoral dissertation). ProQuest Dissertations and Theses database. Retrieved from <https://www-lib-uwo-ca.proxy1.lib.uwo.ca/cgi-bin/ezpauthn.cgi?url=http://search.proquest.com.proxy1.lib.uwo.ca/docview/305393860?accountid=15115>
- Yukl, G. A. (1999). An evaluation of conceptual weaknesses in transformational and charismatic leadership theories. *The Leadership Quarterly*, 10(2), 285–305. doi:10.1016/S1048-9843(99)00013-2

- Zablah, A. R., Carlson, B. D., Donovan, D. T., Maxham, J. G., & Brown, T. J. (2016). A cross-legged test of the association between customer satisfaction and employee job satisfaction in a relational context. *The Journal of Applied Psychology, 101*(5), 743-755.
doi:10.1037/apl0000079
- Žydzūnaite, V. (2018). Leadership values and values-based leadership: What is the main focus? *Applied Research in Health & Social Sciences: Interface & Interaction, 15*(1), 43–58.
Retrieved from <https://doi.org/10.2478/arhss-2018-0005>
- Zoogah, D. B., Boghossian, F., & Sawyer, S. M. (2010). Collective personality, culture, and team effectiveness. *Journal of African Business, 11*(1), 87-106.
doi:10.1080/15228911003608579

Appendix A: Definitions

Collaboration

Pontefract (2014) defines collaboration as a term that manifests itself if leaders choose to work with their people and make them feel included. The IOT's core competencies include collaboration as a means to work effectively within a team. In the ID there is a perceived lack of collaboration because individuals do not feel included or working together to complete tasks or to achieve common goals.

Employee Engagement

Macey and Schneider (2008) stated that employee engagement refers to commitment, passion, enthusiasm, effort, and energy, so it has both attitudinal and behavioral components. Saks (2006) defined engagement as "a distinct and unique construct that consists of cognitive, emotional needs, and behavioral components that are associated with individual role performance, team effectiveness and goal achievement" (p. 602). Heryati (n.d.), describes employee engagement as "an internal state of mind; physically, mentally and emotionally that binds together the work effort, commitment and satisfaction of an employee" (p. 1). In addition, an engaged employee is one who

cares about their work, the performance of the company and they want to feel their efforts make a difference. The more engagement there is, the more effort they put forward; the better the business outcomes and the greater the worker's sense of well-being (p. 1).

The IOT (2019a) defines an engaged employee as "an individual who is committed to their roles, involved in and passionate about his or her work" (p. 1).

Research has shown that engaged employees experience greater performance, safety, health, and happiness at work and in their personal lives (Gallup, 2018). According to the IOT (2019a), employee engagement is directly related to teamwork and team effectiveness, with the

IOT stating that “engagement means we need to work together, each pulling an oar, moving in the same direction” (p. 1). Federman (2009) states that employee engagement correlates to individual and team performance in areas such as retention, productivity, satisfaction and loyalty. It is important that employees as well as employers have a thorough, comprehensive understanding to improve staff engagement and their performance by creating a positive organizational culture (Dhir & Shukla, 2019).

Job Satisfaction

Job satisfaction is also known as workplace or employee satisfaction (Zablah, Carlson, Donavan, Maxham, & Brown, 2016). This construct relates to worker attitudes about the many aspects of a job that includes rewards, growth, opportunities, work relationships, work atmosphere and the nature of the work in and of itself. Sharma (2017) states that job satisfaction is a common, multi-dimensional organizational concept with different definitions that connects the individual’s stance towards, or satisfaction with, various related factors. The IOT (2019a) states that employee satisfaction refers to how employees value their job conditions-such as compensation, benefits, and physical work environment-while employee engagement refers to the commitment and connection an employee has to the organization.

Saari and Judge (2004) stated that employees have attitudes or viewpoints about many aspects of their jobs, their careers, and their organizations. For the purposes of this OIP, job satisfaction means a positive connection to the workplace where employees feel pride, satisfaction, recognition, and support, and where staff believe that they are contributing in a valuable way to the goals of the ID.

Team Effectiveness

Neuman and Wright (1999) define effective teams as teams that are made up of members who have the skills necessary to accomplish goals in an effective manner. Sundstrom, De Meuse and Futrell (1990) define team effectiveness as follows:

the capacity a group of engaged individuals has to accomplish their own and their shared goals and objectives. Effective teams are made up of employees that are fully engaged.

When employees are *engaged* and fully participatory, they achieve more and are more effective and productive as a team (p. 122).

In the IOT and the ID, an engaged employee means an employee is enthusiastic about their job, contributing to all functions and activities within the ID in a positive and constructive manner, and performing to the best of their ability. They are actively interacting with team members on a continual basis with regard to plans, decisions, and day-to-day activities and processes within the ID.

Trust

Trust is a concept that can be expressed by the equation developed by Maister, Green and Galford (2000):

$$\text{Trust} = \frac{\text{Credibility} \times \text{Reliability} \times \text{Intimacy}}{\text{Self-Orientation}}$$

The Trust Equation uses four objective variables to measure trustworthiness. These four variables are best described as: credibility, reliability, intimacy and self-orientation. The Oxford Dictionary (2018) provides definitions for credibility, reliability, intimacy and self-orientation. Credibility is the quality of being trusted and believed in. In the ID, this term relates to the words that are spoken and the quality of being able to believe what it is said. Reliability is defined as the quality of being trustworthy or of performing consistently well. In the ID, being

reliable means that you can be trusted to follow through with what you said you would do.

Intimacy is the closeness of observation or knowledge of a subject. In the ID, intimacy refers to the extent to which an individual can discuss difficult topics with other people. Self-orientation is a person's basic attitude, beliefs, or feelings in relation to a particular subject or issue. In the ID, self-orientation refers to anything that keeps individuals focused on themselves rather than the person that they are trying to get to trust them.

Workplace Culture

Workplace culture is also known as organizational, departmental, or office culture (Trefry, 2006). This concept is defined as a system of shared assumptions and beliefs that govern how people behave in the workplace and has a strong connection to how individuals act, feel, and perform in their jobs. According to Taylor (2018) workplace culture is defined as “a group of cultural attributes that can be changed in some way to produce different outcomes”, or alternatively, as “the attitudes, values, ritual and behaviors that are the accepted in an organization or department” (pg. 23). A *negative* workplace culture is one that has a negative impact on staff and is usually related to personnel habits and behaviours such as ineffective leadership and internal communication, lack of trust and transparency, micromanagement, and inappropriate gossip (Lyons, 2005). A *positive* workplace culture fosters employee enthusiasm, encourages productivity, employee engagement, and team effectiveness, leading to job satisfaction, organizational quality and fulfills individual needs (Lyons, 2005). For this OIP, the basic workplace culture in the ID is defined as a negative workplace culture with a social structure that is linked to leadership and the ID’s relationships to the IOT’s educational meaning, character, internal dynamics and the surrounding community.

Appendix B: SES Job Satisfaction and Employee Engagement Questions (Gallup, 2018)

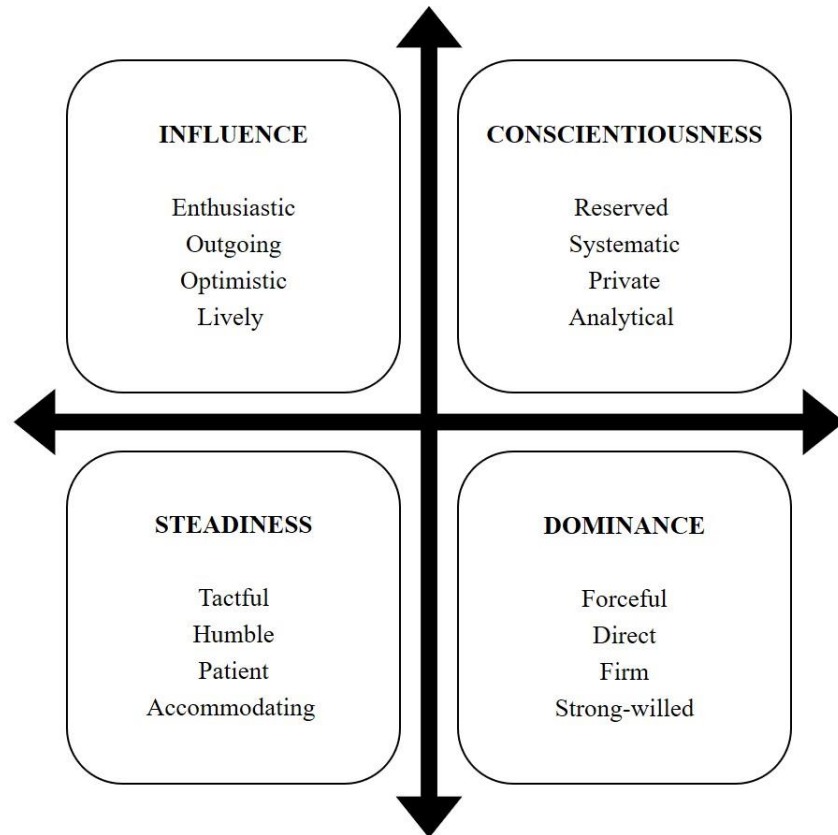
0. How satisfied are you with the IOT as a place to work?⁴
1. I know what is expected of me at work.
2. I have the materials and equipment I need to do my work right.
3. At work, I have the opportunity to do what I do best every day.
4. In the last seven days, I have received recognition for doing good work.
5. My supervisor, or someone at work, seems to care about me as a person.
6. There is someone at work who encourages my development.
7. At work, my opinions seem to count.
8. The mission of my company makes me feel my job is important.
9. My fellow employees are committed to doing quality work.
10. I have a best friend at work.
11. In the last six months, someone at work has talked to me about my progress.
12. Over the last year, I have had opportunities at work to learn and grow.

⁴ Question “0” is an overall question and the principal factor being measured by the SES. Questions “1” through “12” address factors of employee engagement relating to job satisfaction.

Appendix C: SES Custom & Accountability Questions (Gallup, 2018)

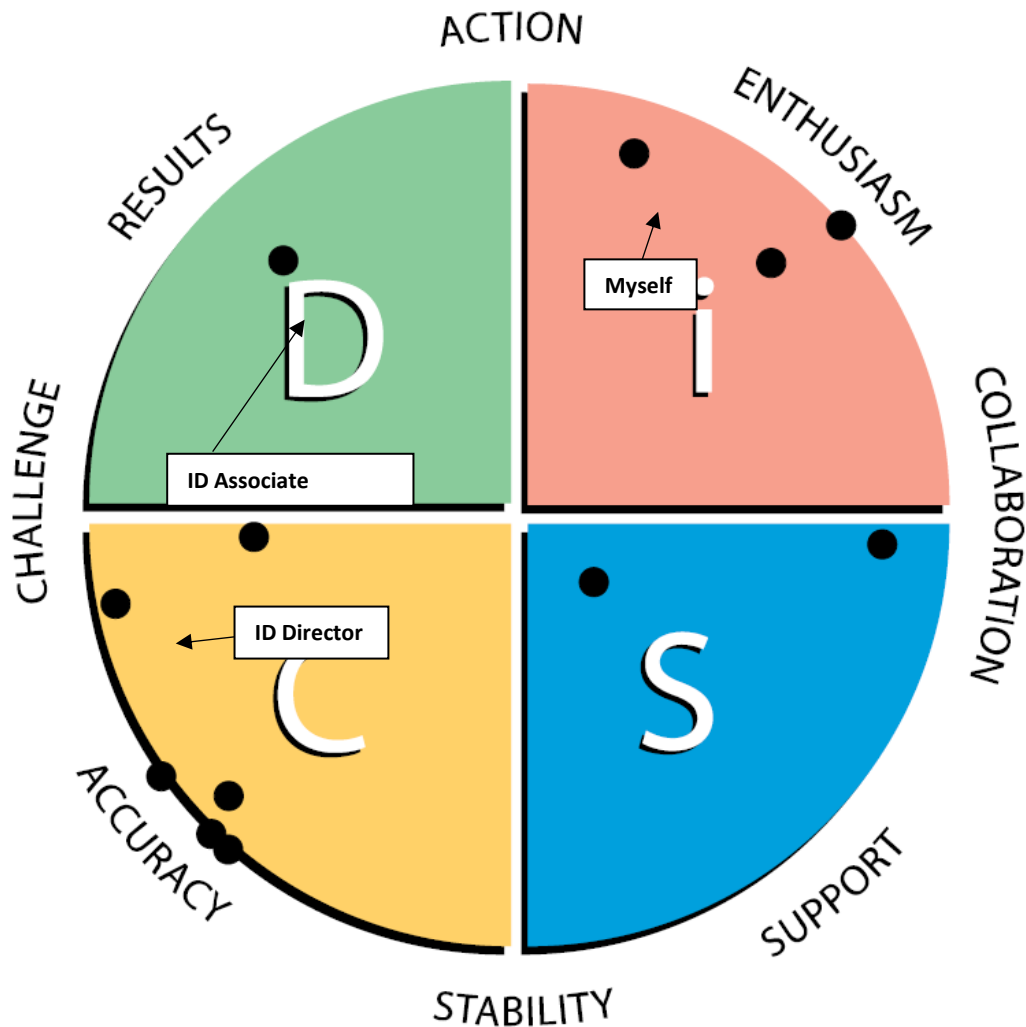
1. My team takes time to reflect on and discuss how we can make things better.
2. There is cooperation between my school/department and other schools/departments with whom I work.
3. I am extremely proud of the quality of the products/services my team offers.
4. The IOT always delivers on the promise we make to students.
5. In the last 30 days, my team has had meaningful conversations about improving the experience of students.
6. My current job brings out my most creative ideas.
7. My supervisor is an active supporter of the changes that affect our workgroup.
8. My supervisor creates an environment that is trusting and open.
9. At work, we are direct and honest in all of our communications.
10. My supervisor clearly communicates decisions that impact my work.
11. I understand how the IOT'S FIRST principles impact how I do my job.
12. I strongly believe in our IOT's FIRST principles.
13. The IOT cares about my overall well-being.
14. I have substantially higher overall well-being because of the employer I work for today.
15. I received feedback on the previous SES conducted at the IOT.
16. My team participated in an effective engagement planning session after the last SES.
17. My team has made progress on the goals set during our engagement planning sessions after the last SES.

Appendix D: Main Personality Profile Categories of DiSC (Wiley, n.d.)



Adapted from Wiley, n.d., p. 1.

Appendix E: DiSC Personality Results for ID Leadership and Staff (IOT, 2018b)



DiSC Personality Profiles Wheel for the International Department (ID). Institute of Technology (IOT) (2018b) (Internal Document).⁵

⁵ The DISC wheel shown above differs from Appendix D because they are actual scores that the authors gave permission to use. Copyright could not be established for use of the DISC wheel in Appendix D, and therefore, the original DISC wheel has been modified to yield Appendix D.

Appendix F: Table F1 ID and IOT SES Scores for Employee Engagement

Table F1

ID Employee Engagement (2016-2018) Compared to IOT Employee Engagement (2018)

SES Questions	ID <u>Employee Engagement</u>			IOT <u>Employee Engagement</u>
	2016	2017	2018	2018
1. I know what is expected of me	3.93	3.50	2.67	4.07
2. I have materials & equipment I need	3.79	3.92	3.00	3.93
3. I have the opportunity to do my best work	3.43	3.25	2.56	3.89
4. I receive recognition for good work	2.79	2.33	2.22	3.56
5. I feel the employer cares about me	3.92	3.83	2.67	4.10
6. Someone encourages my development	3.93	3.08	2.44	3.80
7. I feel like my opinions count	2.86	2.50	2.22	3.64
8. I feel like my job is important	3.50	3.08	2.89	2.79
9. My fellow employees are committed to quality	3.00	2.75	2.44	4.05
10. I have a best friend at work	3.93	3.70	3.67	3.58
11. Someone has talked about my progress	4.36	3.00	2.11	3.99
12. I had an opportunity to learn & grow at work	3.64	3.17	2.67	3.98
IOT (2016, 2017, 2018a)				

Appendix G: FIRST Principles, Trust and Collaboration

Fairness

According to the IOT (2019b), fairness means staff and students within the IOT and ID are treated fairly and equitably. Carberry and Meyers (2017) have shown that an adherence to fairness and inclusion within organizations creates positive perceptions and attitudes amongst staff. Waheed, Xiao-Ming, Ahmad and Waheed (2017) report that workplace fairness affects individual commitment and a significant connection between employee engagement, perceived fairness in the workplace and organizational effectiveness. In 2016, 2017 and 2018, ID staff cited concerns over fairness within the ID department, frequently voicing concerns that ID leadership does not treat all staff equally or fairly and noting that ID leadership often says one thing and does another, leaving staff to take the blame for actions that leadership should be accountable for having directed in the first place. This supports the need for this OIP to focus on the FIRST principles amongst ID leadership as a means to improve job satisfaction, team effectiveness and employee engagement, and reduce employee turnover in the ID.

Integrity

Integrity refers to acting with honesty, due diligence, honoring commitments and being accountable for actions taken (IOT, 2019b). Engelbrecht, Heine and Mahembe (2017) defined integrity as an adherence to moral principles and ethical values which are indicative of effective leadership. The authors reported an association between organizational integrity and high levels of employee engagement and performance in day-to-day activities. In 2016, 2017 and 2018, ID staff reported concerns with integrity (IOT, 2019d) amongst ID leadership, resulting in a desire to leave the employ of the ID, thus indicating a need to focus on FIRST principles in the OIP as a means to improve job satisfaction, team effectiveness and workplace culture in the ID.

Respect

According to the IOT (2019b), respect is related to how the college upholds the dignity and the human rights of people. Radford (2018) states that practicing professionalism and respect are crucial to avoiding conflict in the workplace. A respectful workplace culture results in better institutional health, higher satisfaction, less illness and absenteeism, higher retention of staff, as well as increased team effectiveness (Smith & Kelloway, 2016). When individuals are treated with respect by leaders and other colleagues, they feel less stressed and are more apt to apply themselves diligently to their work (Blake, 2016). In order to foster and promote a workplace culture that individuals thrive in, Page, Boysen and Arya (2019) suggested that leaders focus on being respectful. In 2016, 2017 and 2018, ID staff reported feeling disrespected by ID leadership, as though their opinions do not count and their work is not valued. This supports the need for this OIP to focus on the incorporation of FIRST principles to improve employee engagement, team effectiveness, and job satisfaction and create a positive workplace culture in the ID.

Safety

Safety relates to the environment that the IOT wants to foster within each of its departments and faculties, where people can speak freely without fear of reprisal or repercussions (IOT, 2019b). According to Lubell (2017) maintaining a safe workplace takes teamwork. This means staff and leadership in the ID must work together to foster a workplace culture that allows freedom of speech without fear of reprisal or repercussions from ID leadership or other sources. In 2016, 2017 and 2018, ID staff reported fears relating to expressing their opinions openly, citing concerns relating to retribution or negative outcomes from ID leadership if opinions were shared openly. This supports the need for incorporating the

FIRST principles in this OIP as a means to increase employee engagement, team effectiveness, and job satisfaction and create a positive workplace culture.

Transparency

Transparency refers to conducting work and communication in a truthful and open manner (IOT, 2019b). In all things and actions, the IOT expects information to be disclosed in a timely way, respecting confidentiality and privacy, with budgeting, accounting and financial reporting conducted in a transparent manner (IOT, 2019b). According to Kendall (2017) lack of trust is correlated to a lack of transparency in the workplace and the author asserts that transparent practices are key to fostering a culture of trust between leadership and employees. In 2017 and 2018, ID staff reported a strong perception that there is no transparency between ID leadership and ID staff, resulting in poor communication and mistrust of leadership goals and motivations. This supports the need to incorporate FIRST principles into this OIP as a means to increase job satisfaction, employee engagement, and team effectiveness as well as create a positive workplace culture in the ID.

Trust and Collaboration

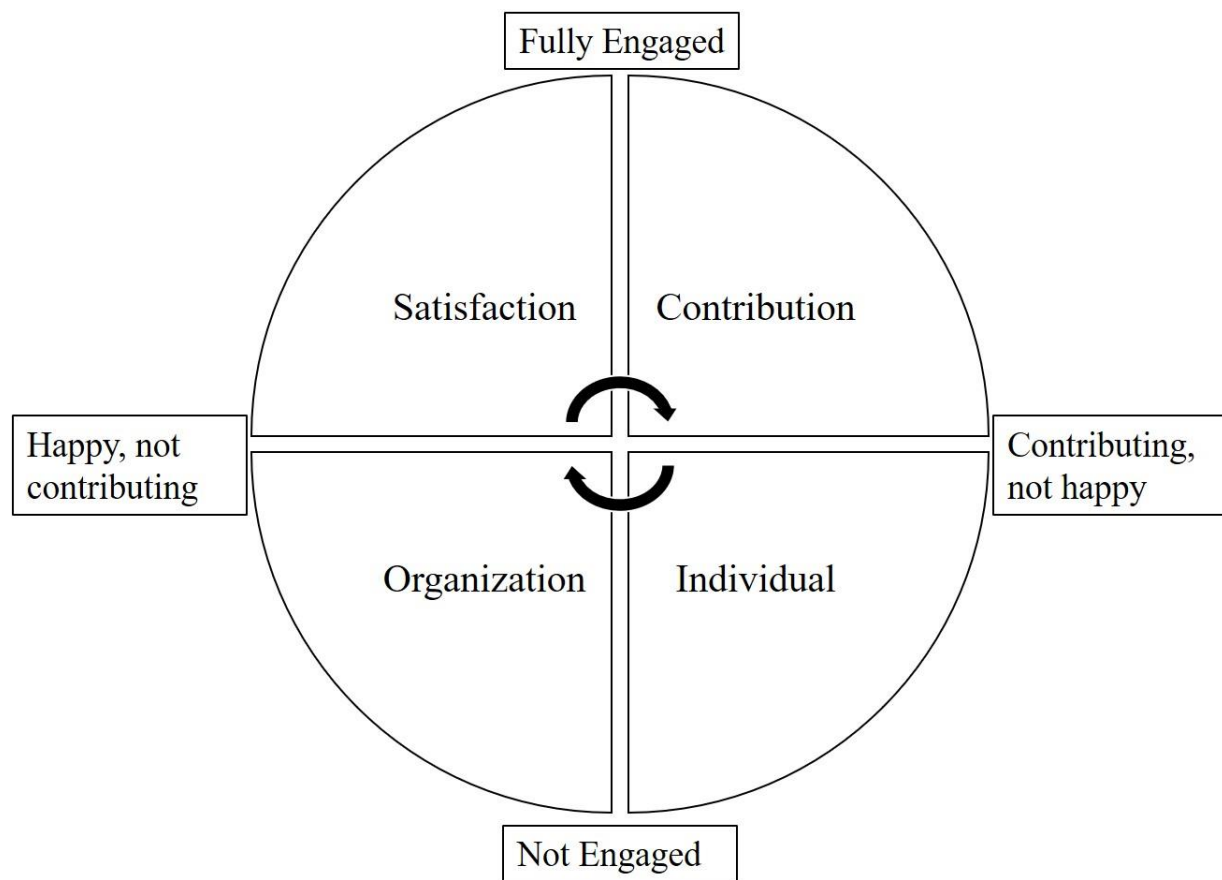
Trust is important in the personal lives of individuals as well as in the workplace. Reina and Reina (2015) report that trust is a primary differentiator between effective and ineffective teams, as well as between low and high-performance organizations, noting that individuals who trust their leaders and colleagues are more likely to be open, honest, collaborative, and satisfied (Reina & Reina, 2015). Similarly, Page et al. (2019) found trust to be one of the most important characteristics of organizational culture. Trust has been found to impact the development of team effectiveness in a teamwork setting (Alsharo, Gregg, & Ramirez, 2017). Trust can be expressed by the equation developed by Maister, Green and Galford (2000):

$$\text{Trust} = \frac{\text{Credibility} \times \text{Reliability} \times \text{Intimacy}}{\text{Self-Orientation}}$$

Self-Orientation

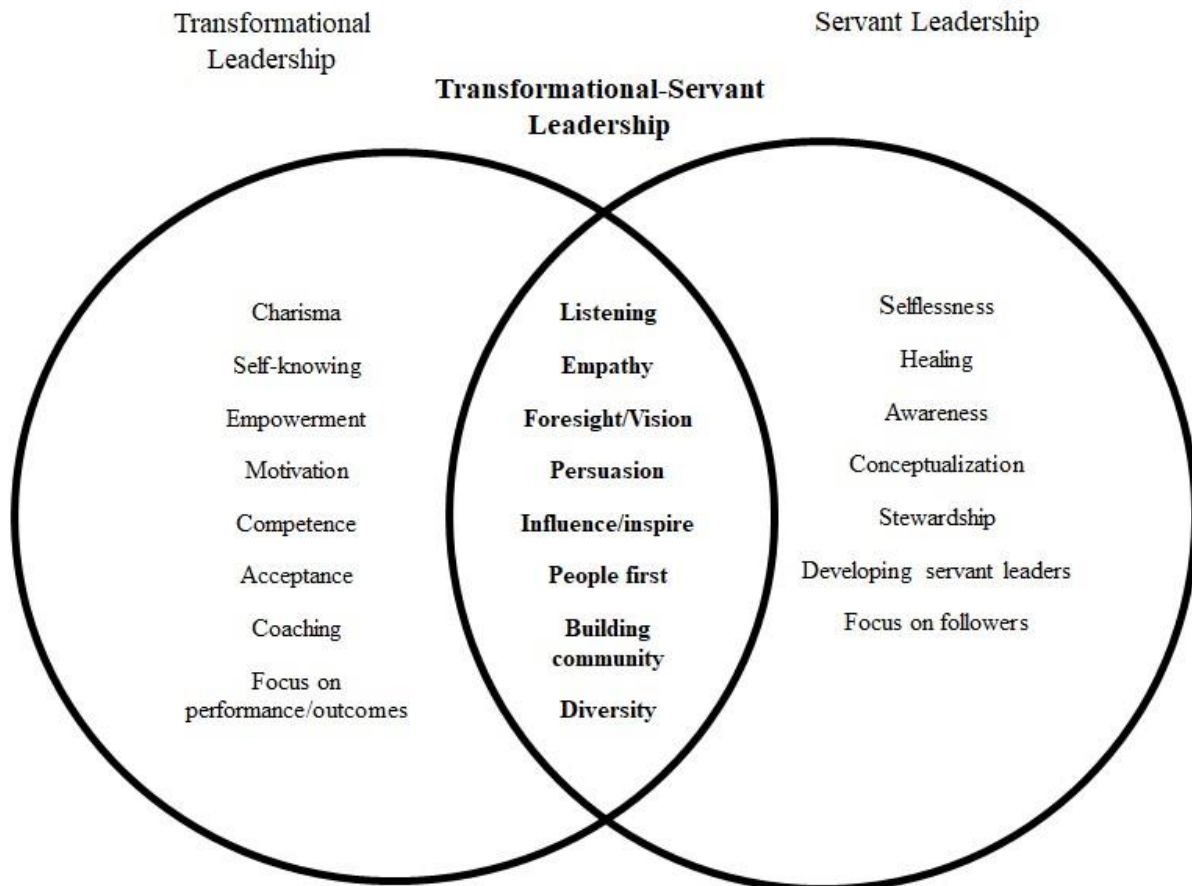
Intimacy is achieved by transparency, closeness and openness in communication; credibility is demonstrated by fairness and accountability; and reliability is achieved by consistency, fairness, transparency and accountability. For trust amongst employees to be developed, leaders must be credible, reliable, respectful and authentic (DeOrtentiis et al., 2013). This assertion is shared by Alsharo et al. (2017), who found that sharing of knowledge positively affected trust, collaboration and team effectiveness amongst team members.

One of the most important elements contributing to the success of an organization is whether or not staff are able to perform together as team (Hansen, 2009). According to Weaver (2019) effective collaboration is critical for a healthy work environment, demonstrating that collaboration between employees was linked to improved organizational outcomes and individual job satisfaction. Statistically, regression analysis found that workers' perceptions of the competency levels of their coworkers are significant predictors of collaboration in the workplace. In essence, the more a worker knows about and believes in the skills of his or her coworkers, the more likely that worker is to collaborate with those workers (Weaver, 2019). Thus, collaboration is mutually beneficial for both ID leadership and staff because it allows individuals to not only see and understand how their coworkers function within the ID, but also, allows individuals to engage with one another to maximize productivity and effectiveness, to the benefit of the organization and the ID team.

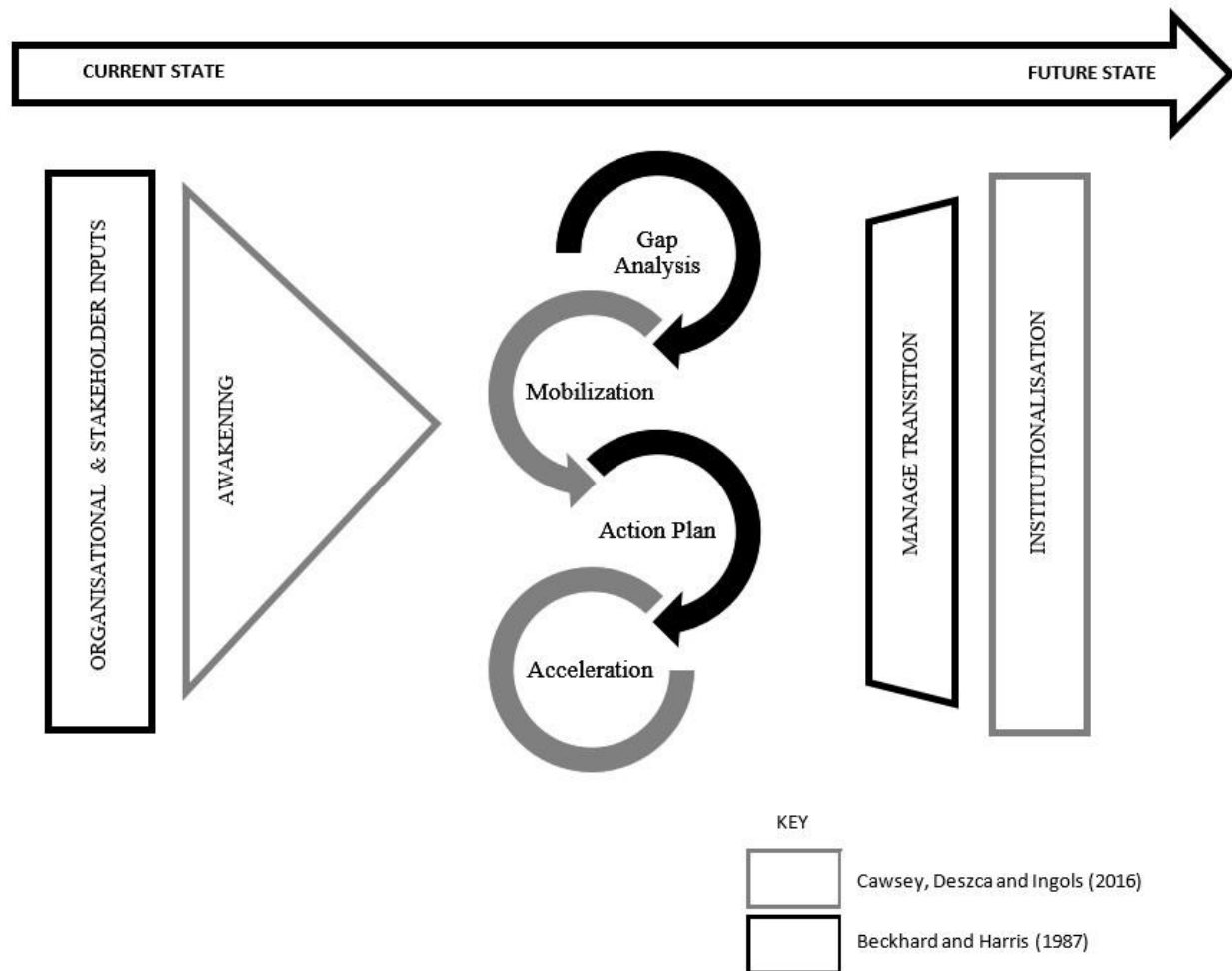
Appendix H: X-Model of Engagement

Adapted from BlessingWhite, 2018, p. 1.

Appendix I: Overlapping Components of TL, SL, and TSL



Appendix J: Combined Models of Change for the ID



Combined Model of Change Adapted from Cawsey et al. (2016) Change Path Model and Beckhard and Harris (1987) Change Management Process Model (James, Jimenez, Mbakulo & Nasra, 2017, p. 13). Used with permission of authors.

Appendix K: Table K1 Congruence Model Analysis of the ID

Table K1

Congruence Model Analysis of the ID

Component	Information considered	Gap identified
Inputs	SES scores, stay and exit interviews, one-on-one conversations, PESTE analysis, context and resources	Job satisfaction, employee engagement and team effectiveness
Work	Work done in the ID Processing of work in ID Allocation of work in ID Accountability for work done in ID	Employee engagement, team effectiveness, issues with ID leadership (roles and responsibilities)
Culture	Leadership styles of the ID Director and Associate Director Leadership styles amongst ID staff, beliefs and values of ID staff	Low levels of trust, lack of accountability and collaboration; focus on effort versus results; fear of failure; finger pointing; secrecy; no sharing of information or positive feedback; current workplace culture hinders team effectiveness
Formal Structure	Traditional organizational structure (Bolman & Deal, 2003) is hierarchical in nature; communication and decisions coming from ID leadership; staff are not included in the decision-making; support and resources the IOT will provide in order to support the change initiative	IOT's FIRST ethical principles state that there must be fairness, inclusion, and transparency in decision-making, but ID leadership does not adhere to these principles and does not involve ID staff and informal team leaders in decisions that directly affect ID workers and tasks performed by those workers
Informal Structure	Teams or divisions within the ID that operate below the level of ID leadership, including the international advisors, international recruiters, administrative assistants, and so forth.; informal leaders and team leaders	Informal relationships in the ID are affected by problems with upwards and downwards communication (transparency, openness, honesty); relationships between ID subgroups (recruiters, advisors, assistants, and so forth.); relationships between ID staff members (lateral and collateral communication).

Table K1 (continued).

Component	Information considered	Gap identified
People	Director, Associate Director, staff in the ID, and external stake holders like the Employee Services Department	Demoralized staff, bureaucratic attitudes, rigid hierarchy, low motivation and decreased satisfaction Work environment doesn't meet individuals' needs; perception that nothing will be done in spite of SES scores, complaints and employee turnover.
Outputs	Results related to increased job satisfaction, team effectiveness and engagement	Job satisfaction engagement at the organizational, team and individual levels

Adapted from Nadler and Tushman, 1980, p. 40

Appendix L: Activities and Strategies for Change in the ID

Activities & Strategies to Achieve ID Priorities

Improved culture/job satisfaction/employee engagement/team effectiveness

Increase ID job satisfaction results to 75 Percentile Rank within IOT overall

i.e. Create a clear and current ID organizational structure. All staff have current job descriptions, goals, and responsibilities

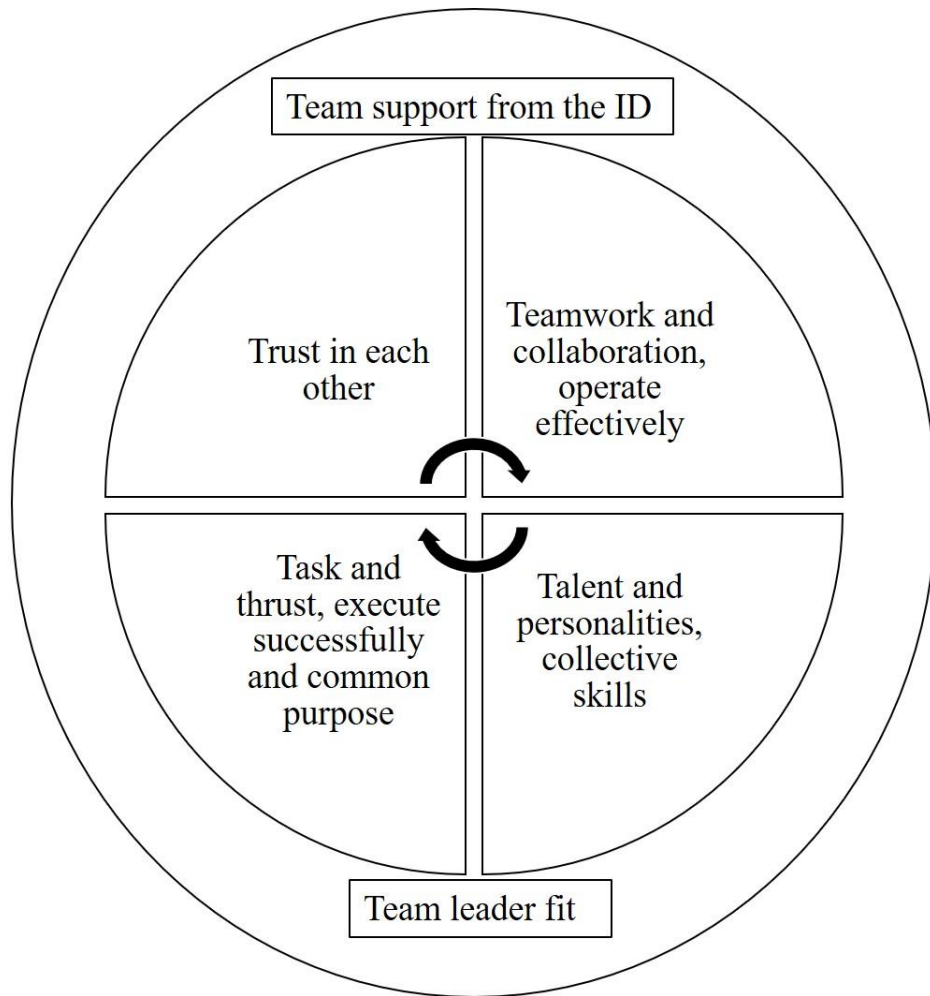
Activities & Strategies:

- Leadership development workshops, mentoring
- Focus on FIRST principles
- Build Trust
- Team building activities (fun, quarterly)
- Create a healthy work/life balance
- Problem solving workshops, activities, meetings
- Collaboration: help each other, mentorship among staff
- Professional & personal development (workshops and conferences)
- Effective team meetings (biweekly or monthly)
- Transparent & timely communication
- Fairness and transparency
- Ensure necessary information is spread to all team members
- Team communication plan

Expectations of Each Other

- Seek to understand & empathize (ladder)
- Interact openly, honestly and respectfully
- Trust – Shared experiences, open communication, transparency, shared success
- Accountability – flexible, meet commitments & timelines, be productive
- Focus on what can be changed for betterment of the ID and staff
- Willing to help

Appendix M: T7 Model of Team Effectiveness-Relationship between External and Internal Factors



Appendix N: Seven Steps Proposed by Bennett's Hierarchy of Evidence Model

(Bennett, 1975)

1. Inputs. This step includes determining the “inputs” that go into developing and delivering the planned change in the ID, such as time, people, materials, technologies, funds, and so forth., and the degree to which they have increased employee engagement, job satisfaction, team effectiveness and workplace culture.
2. Activities. This step involves identifying events within the ID such as meetings, face to face conversations, departmental town hall meetings, and so forth. and whether the activities have impacted upon desired outcomes in the ID (job satisfaction, employee engagement scores on SES, improved team effectiveness, satisfaction with workplace culture).
3. Participation (people). This step involves identifying who has participated in the change process, including activities they participated in and the degree to which they participated in activities aimed at improvements in individual job satisfaction, employee engagement, team effectiveness and workplace culture.
4. Reactions. This step involves determining the reactions/opinions of participants with respect to their involvement in the change activities, how they are coping with change initiatives, and their responses to the change initiatives.
5. K.A.S.A. change. This step evaluates changes in knowledge, attitudes, skills and aspirations (K.A.S.A.) of ID leadership and staff as a result of the change initiatives.
6. Practices. This step evaluates the degree to which behavioural changes relating to new knowledge/change initiatives are integrated into ID work activities and practices.

7. End Results. The final step in this model evaluates the end results or outcomes relating to the change plan, with respect to ID leadership behaviours, job satisfaction, employee engagement, team effectiveness and workplace culture within the ID.